Spook Hill Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Spook Hill Elementary School

321 DR JA WILTSHIRE AVE E, Lake Wales, FL 33853

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

Demographics

Principal: Michelle Browning   Start Date for this Principal: 7/21/2022

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: D (34%) 2018-19: D (39%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Spook Hill Elementary School

321 DR JA WILTSHIRE AVE E, Lake Wales, FL 33853

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		D	D

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As the Spook Hill community we foster a student centered environment through respect, accountability and engagement.

Provide the school's vision statement.

We the staff of Spook Hill Elementary paired with our community aim to equip our students to become the leaders of tomorrow; through purposeful collaboration and active utilization of technology, we will teach today so that they can lead tomorrow.

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
Browning, Michelle	Principal	The principal provides a common vision and the leadership necessary to lead the use of data-based decision-making based on the problem solving process. She supervises the development of strong infrastructures needed to support the school. She ensures the school based team is implementing appropriately the MTSS process. Conducts assessment of MTSS skills of school staff. Ensures and participates in adequate professional learning to support MTSS implementation. Develops a culture of expectations with the school staff for the implementation and communicates to parents.
Ford, Gwendolyn	Other	LEA Facilitator is responsible for complying with IDEA on a school level. Ensures that IEP team complies with the procedural components of the IDEA, as well as ensuring that the students substantively receive a free, appropriate public education. The LEA is an integral part of the IEP team. She attends and facilities weekly ESE team meetings and reports concerns to administration. She assist with new teacher classroom management concerns. Also, schedules/monitors and assist with all student staffing's. She creates a schedule for assisting in ESE classrooms and submits weekly reports. Monitors behavior and academic interventions for all ESE students. Answers calls for ESE students and provides necessary interventions (Stanford Harmony).
Chandley, Kristin	Other	School Behavior Interventionist is responsible for providing strategies for teachers to implement with their students. She supports the implementation all tier levels of PBIS and MTSS behavior. She supports data analysis in school based discipline decisions. Monitors and models correct CHAMPS behavior and interventions. Responds to classroom misbehaviors.
Reyes, Rodolfo	Instructional Coach	Math instructional coach serves as a resource to teachers in math instruction. Facilitates collaborative planning sessions with teachers. He visits classrooms and provides helpful feedback in an effort to improve instructional outcomes. Demonstrates model lessons and strategies for teachers during planning, PLC's, and in teacher classrooms. Analyzes data and provides teachers with guidance on lesson design based on outcomes. Monitors the implementation of Math initiatives aligned to the SIP.
Ali, Giatri	Instructional Coach	Reading instructional coach serves as a resource to teachers in math instruction. Facilitates collaborative planning sessions with teachers. She visits classrooms and provides helpful feedback in an effort to improve instructional outcomes. Demonstrates model lessons and strategies for teachers during planning, PLC's, and in teacher classrooms. Analyzes data and provides teachers with guidance on lesson design based on outcomes. Monitors the implementation of Reading initiatives aligned to the SIP. Oversees Americorps tutors.
Bearden, Melissa	Assistant Principal	Assists the principal in providing a common vision for the use of data-based decision making. Assists in the development of strong infrastructures

Name	Position Title	Job Duties and Responsibilities
		needed to support the school. Assists in the assessment of MTSS, instructional practices, implementation of intervention support and documentation, professional learning, and communication with parents. Develops and monitors the school-wide discipline and PBis plan.
Olson, Christy	School Counselor	The school counselor provides a comprehensive counseling program that addresses academic, personal, and social concerns. She provides support to students through small group and classroom lessons as appropriate for student well-being, as well as conducting risk assessments for students, and conducts parent meetings. She facilitates the MTSS processes on campus.

Demographic Information

Principal start date

Thursday 7/21/2022, Michelle Browning

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.*

0

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.*

4

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

555

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

10

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

7

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	30	96	85	102	59	77	0	0	0	0	0	0	0	449
Attendance below 90 percent	1	43	34	51	21	28	0	0	0	0	0	0	0	178
One or more suspensions	0	6	4	10	6	5	0	0	0	0	0	0	0	31
Course failure in ELA	1	11	21	31	11	27	0	0	0	0	0	0	0	102
Course failure in Math	1	9	12	19	9	12	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	12	35	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	17	41	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	1	28	23	20	15	40	0	0	0	0	0	0	0	127

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	1	10	18	18	10	20	0	0	0	0	0	0	0	77

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	3	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/13/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	14	18	24	42	38	0	0	0	0	0	0	0	136

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	14	18	24	42	38	0	0	0	0	0	0	0	136

The number of students identified as retainees:

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

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	31%	47%	56%				34%	51%	57%
ELA Learning Gains	47%						52%	51%	58%
ELA Lowest 25th Percentile	42%						64%	49%	53%
Math Achievement	26%	42%	50%				36%	57%	63%
Math Learning Gains	31%						32%	56%	62%
Math Lowest 25th Percentile	35%						19%	47%	51%
Science Achievement	28%	49%	59%				34%	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	36%	52%	-16%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	30%	48%	-18%	58%	-28%
Cohort Comparison		-36%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	47%	-17%	56%	-26%
Cohort Comparison		-30%				

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	45%	56%	-11%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	41%	56%	-15%	64%	-23%
Cohort Comparison		-45%				
05	2022					
	2019	19%	51%	-32%	60%	-41%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	45%	-12%	53%	-20%
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	18	33	21	10	23	31	5				
ELL	25	38	31	19	27		27				
BLK	27	44		30	36		23				
HSP	34	45	33	19	25	33	29				
WHT	31	47	45	27	31		31				
FRL	28	41	38	24	27	32	22				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	25		15	30						
ELL	23	36		23	21		33				
BLK	29	19		24	14		18				
HSP	29	39		24	18		33				
WHT	43	43		36	40		63				
FRL	30	34	36	24	29	25	40				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	39	29	20	9	13	20				
ELL	24	45	46	31	47	36					
BLK	23	53	64	28	32	8	21				
HSP	32	44	53	28	32	30	19				
WHT	42	58	75	45	30	10	55				
FRL	30	48	65	34	33	19	30				

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)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

STAR Reading and Math, Science Quarterlies showed increase or stability in proficiency during the winter testing however, all grade levels and sub group reflected losses by the end of year. According to the 2022 assessment data, the overall proficiency rate declined in all core content areas as compared to the 2021 assessment data, 34% to 31% in ELA, 29% to 26% in math, and 43% to 28% in science. The 2022 ELA proficiency rate remained constant across all grades levels, 31% in 3rd, grade, and 32% in both 4th and 5th grades while the 2022 math proficiency rate dropped significantly from 3rd to 5th grades, 30% in 3rd grade, 28% in 4th grade, and 13% in 5th grade. The Hispanic subgroup evidenced the largest proficiency rate in ELA of 34%, followed by white students at 31%, black students at 27%, ELL at 25%, and SWD at 18%. In the area of math, black students demonstrated the highest rate of proficiency with 30%, followed by white students at 27%, both Hispanic and ELL at 19%, and SWD at 10%. The science scores were comparable to the ELA scores, white students at 31%, Hispanic students at 29%, ELL at 27%, black at 23%, and SWD at 5%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components showing the greatest need for improvement is Mathematics proficiency across all grade levels, the greatest need for improvement is in 5th grade.

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

The contributing factors are students struggling with fact fluency of simple math facts. The downward trends are also attributed to absenteeism that affect direct instruction, assessments and intervention implementation. Staff absenteeism increase significantly in the second semester. We were also without a school based instructional ELA coach for the 2021-22 school year. For the upcoming school year all teachers with VAM ratings of NI or U were relocated to different schools or grade levels. In addition, an administrative change was made by the district office replacing both the principal and assistant principal with administrators demonstrating experience in turnaround school environments. Teachers will participate in ongoing collaborative planning utilizing the learning arc tool to deconstruct content area benchmarks and develop common tasks and assessments aligned to the benchmarks. The SBLT will provide ongoing support and feedback regarding instructional practice to ensure all students are exposed to grade level benchmarks.
Data analysis will be a focal point with teachers/staff so that teachers have a better understanding of the data and utilizing that data in real time to drive instruction. This year we will also be strategically utilizing staff to ensure all students are getting proper support in the areas of math and ELA.

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

Fifth grade ELA, fifth grade science, third grade mathematics and fourth grade mathematics saw increases from Fall to to the winter assessments; however, the 2022 FSA data demonstrated a decline in overall proficiency rates in all content areas as compared to the 2021 FSA data.

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

There was a significant focus on the student as a learner during the first semester. Instruction was student centered and teachers placed an emphasis on students learning the proper steps. Use of the gradual release method led to an increase in student performance on mid-year assessments.

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

Student learning will be accelerated through targeted small group instruction during the ELA and math blocks as well as during a designated reading power hour. Students in grades 3-5 will be assessed at the beginning of the year for reading and math deficiencies and will be placed in appropriate intervention programs to address areas of weakness. SRA Corrective reading and Number Worlds (math) programs will be implemented for select students in grades 3-5 demonstrating reading and/or math deficiencies. Additional support for ELL and SWD will be provided throughout the instructional day by support staff. In addition, a reading and math interventionist will be hired to provide additional support to grades 3-5 during the ELA and math blocks. Students demonstrating proficiency in reading will participate in STEM activities and literary circles during the reading power hour to further enhance their learning.

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

Teachers will participate in professional development opportunities to enhance their knowledge and understanding of the state benchmarks. During the summer teachers were exposed to the district learning arc and provided with an opportunity to complete the steps 1-4 of the arc. Throughout the school year, teachers will continue to collaborate with grade level teams and instructional coaches at the school and district level to deconstruct ELA, math, and science benchmarks and develop common tasks and assessments aligned to the benchmark through collaborative planning before and after school. In addition, instructional coaches will facilitate data chats with teachers after each progress monitoring period to identify trends and develop next steps related to instruction.
School-based leaders will further enhance their knowledge and skill level of the learning arc through focused professional development with peers at district sponsored trainings.
Fifth grade science teachers will also be provided the opportunity to participate in a district-sponsored science cadre facilitated by experienced science teachers evidencing high yields on the state science assessments. Teachers who participate will collaborate with peers in development highly engaging science lessons centered around the assessed science standards.
Select teachers in grades 3-5 will be trained on implementation of the SRA Corrective Reading and Number Worlds intervention programs through district sponsored professional development followed by ongoing coaching and support from the respective publishing companies.

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

In an effort to enhance the instructional program, school-based reading and math coaches are utilized to support teacher planning and instructional practices through the coaching cycle. Coaches will meet with teachers weekly for collaborative planning and provide tiered support to identified teachers. Senior Coordinators in ELA and mathematics will also support the instructional programs through weekly

visitations for planning purposes with school-based coaches and/or teachers, and conduct classroom observations with feedback. Additionally, a Senior Director is assigned to support the administrative team in making site based decisions to enhance student learning and improve the overall quality of instruction.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 School grade data indicated a proficiency rate of 31% in English Language Arts, 26% in mathematics, and 28% in science.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	State data will reflect a minimum proficiency rate of least 41% in all assessed grade levels/content areas. By spring of 2023, classroom walkthrough data focused on target/task alignment will reflect an overall positive rate of 80% alignment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data from the district level assessment platforms will used to ensure that students are mastering grade level benchmarks after planning has been properly implemented. In addition, the SBLT will monitor target/task alignment through weekly focused classroom walkthroughs utilizing the standard walkthrough tool.
Person responsible for monitoring outcome:	Michelle Browning (michelle.browning@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Monitoring student engagement aligned to state expectations using the standard walk-through tool. 2. Engage teachers in standards based planning protocol using the Learning Arc Framework. 3. Guide teachers in analysis of data to make data informed decisions regarding student learning/proficiency.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	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 that monitoring for alignment, a plan for teacher understanding of the Benchmarks, alignment of tasks and assessments are all evident.

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.	

S1.S1 - Leadership Team Calibration Walk Calendar

Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

S1.S2 - Train school based leadership team in four calibration walks.

Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

S1.S3 - Conduct calibration walks with the leadership team until 85% - 100% calibrated consistency with rationale.

Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

S2.S1 - Create a master schedule to facilitate collaborative planning for each grade level/content area.

Person Responsible	Michelle Browning (michelle.browning@polk-fl.net)

S2.S2 - Establish school-wide planning protocol using the Learning Arc framework.

| **Person Responsible** | Michelle Browning (michelle.browning@polk-fl.net) |

S2.S3 - Instructional coaches facilitate weekly, grade level/content area collaborative planning using the Learning Arc framework to develop common tasks aligned to state benchmarks.

| **Person Responsible** | Rodolfo Reyes (rodolfo.reyes@polk-fl.net) |

S2.S4- Analyze the data between student performance on common tasks and benchmarks planned for utilizing the Arc of Learning.

| **Person Responsible** | Rodolfo Reyes (rodolfo.reyes@polk-fl.net) |

S3.S1 - Create a calendar that includes assessment dates, training, and data analysis.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

S3.S2 - Train staff on data sources.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

S3.S3 - Conduct data chats with teachers after each data point to determine next steps related to instructional practices.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

S3.S4 - Monitor for teacher use of data in instructional decisions.

| **Person Responsible** | Michelle Browning (michelle.browning@polk-fl.net) |

S1.S4 - Provide coaching cycles to assist teachers in implementation of instructional practices aimed at engaging students with equivalent learning experiences. Coaches will model implementation of the instructional frameworks, high-yield instructional practices that support student-centered learning, and utilization of student tasks aligned with grade level/content area benchmarks.

| **Person Responsible** | Giatri Ali (giatri.ali@polk-fl.net) |

S1.S5 - Strategic resourcing of paraprofessionals and support staff to promote student mastery of state benchmarks.

| **Person Responsible** | Michelle Browning (michelle.browning@polk-fl.net) |

S3.S5 - Plan family engagement nights to review academic progress and share learning tips and strategies to improve academic performance.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

#2. Positive Culture and Environment specifically relating to creating a positive, student-centered learning environment.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Over the course of the 2021-2022 school year, a total of 671 office discipline referrals were processed. Almost half of the referrals (325) were coded as disruptive behavior with 277 occurrences within the classroom setting.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In the 2022-2023 school year, office discipline referrals will decrease by 25%. 80% of students will attend school-wide quarterly PBiS activities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Spook Hill will utilize the RtiB database system to track and monitor discipline data for all tier levels. Monthly and quarterly PBiS data will be collected and analyzed to ensure 80% of students are in attendance at school-sponsored events. Behavior Interventionist and Assistant Principal will be monitoring teachers to ensure PBIS practices are implemented with fidelity. Weekly walk-throughs will be conducted. Teacher and student surveys will be sent out and self monitoring/reflection emails will be requested weekly.
Person responsible for monitoring outcome:	Melissa Bearden (melissa.bearden@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Implement Response to Intervention for Behavior (Rti:B) to track and monitor student behaviors and align necessary supports. 2. Positive Behavior Intervention Support will be used to reinforce school-wide expectations.

| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The Response to Intervention for Behavior database was designed for the sole purpose of supporting effective school and district level problem solving. The RtiB database allows users to analyze systems-level and individual issues at Tier 1, Tier 2, and Tier 3. It increases the usefulness of data for problem solving, displays data in a meaningful and actionable manner, and assists in creating an environment for increased instructional time and decreased misbehavior.
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Within PBiS, tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. |

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.

S1.S1- Create school-wide behavior flow chart and discipline referral process.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

S1.S2 - Train teachers on use of Rti:B database.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

S1.S3 - Monitor data monthly to determine additional tiered supports for teachers and students.

| **Person Responsible** | Melissa Bearden (melissa.bearden@polk-fl.net) |

S2.S1 - Revise school-wide PBiS plan to include weekly, monthly and quarterly incentives.

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

S2.S2 - Review and monitor monthly and quarterly data to determine participation percentages.

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

S2.S3 - The behavioral interventionist will provide coaching cycles and support for teachers who struggle with implementation of school-wide practices.

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

S2.S4. Develop appropriate intervention strategies for students identified as needing tier 2 and tier 3 supports.

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

S2.S5 - Provide enrichment opportunities during special area classes, before/after school to reinforce positive behavior.

| **Person Responsible** | Michelle Browning (michelle.browning@polk-fl.net) |

S2.S6 - Provide students and parents with necessary items such as uniforms, supplies, food to promote a positive home/school connection and foster academic performance.

Person Responsible   [no one identified]

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

Grades K-2, reflected that less than 50% of students are on track to score a Level 3 or above on the statewide, standardized ELA assessment.

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

Grades 3 -5, reflect 69% of students were below Level 3 on the statewide, standardized ELA Assessment.

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)

At least 41% of students at each grade level participating in the coordinated screening and progress monitoring system will read at or above grade level by the end of the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

At least 41% of students at each grade level participating in the coordinated screening and progress monitoring system will read at or above grade level by the end of the 2022-2023 school year.

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.

Area of Focus will be monitored during the progress monitoring periods with the new coordinated screening and progress monitoring system. Student data will be monitored for growth in the second and third assessment periods.

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

Ali, Giatri, giatri.ali@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?

From Phonics to Reading
SRA Corrective Reading
Write Score

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?

From Phonics to Reading Kindergarten, Grade 1, and Grade 2 meet the criteria for alignment to standards and research-based practices for foundational skills instruction. The instructional materials use a synthetic approach to phonics. Materials include a scope and sequence that clearly delineates an intentional

sequence in which phonological and phonics skills are to be taught.

SRA Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 and higher who are reading below their grade level. The program has four levels that correspond to students' decoding skills. All lessons in the program are sequenced and scripted.

Write Score provides robust tools for formative ELA assessments designed to help schools, teachers, and students improve literacy. With standards-aligned assessments, instructional resources, and historical student data reports, Write Score provides tools to help teachers pinpoint instruction, save time, and meet students' diverse literacy needs

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
Literacy coach will provide teachers with effective, evidence-based strategies to support literacy instruction and foundational reading skills.	Ali, Giatri, giatri.ali@polk-fl.net
Literacy Coach will facilitate collaborative planning sessions with grade level teams focused on breaking down ELA benchmarks and developing common tasks to evidence student mastery.	Ali, Giatri, giatri.ali@polk-fl.net
Teachers will analyze progress monitoring data gleaned from STAR, FAST, and Write Score to determine instructional interventions needed for select students.	Ali, Giatri, giatri.ali@polk-fl.net
Teachers will participate in district-led professional development trainings specifically focused on the implementation of reading and writing intervention materials.	Browning, Michelle, michelle.browning@polk-fl.net
Literacy Coach will provide coaching cycles and support for teachers who struggle with implementation of prescribed programs and/or effective instructional practices.	Ali, Giatri, giatri.ali@polk-fl.net
Teachers and Literacy Coach will analyze data related to student tasks to determine necessary changes in instructional practices as well as to identify students needing intensive intervention instruction.	

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.

Spook Hill Elementary will create and maintain a student centered positive school culture and environment through a shared vision and community building inside and outside of the school. We aim to provide a learning environment that supports all learners in becoming the leaders of tomorrow. The Spook Hill community will play a vital role in creating a positive and supportive learning environment that fosters respect, accountability, and engagement.

Awarding daily PBIS points is a school-wide expectation for all grade-levels in recognizing and praising positive choices and behaviors. Students are capable of earning a maximum of 10 points a day. Teachers will need to keep track of these points in Class DOJO, student agendas, spread sheet etc.. Points have to be documented and turned into the assistant principal each month. The students are EARNING points and those points cannot be taken away.

• The first PBIS point is earned almost immediately upon arrival if the student is in complete uniform and arrives in class before the tardy bell rings at 8:05 am.
• 1 point can be earned at lunch by following Casper's Café ABCs. If a student did not earn their lunch point the staff on duty will relay that message to the teacher.
• 1 point can be earned during specials for following procedures and Casper's ABCs. The specials teacher will let teachers know which students earned points and which did not earn points when they pick up their class.
• The remaining points are given throughout the school day as the students are demonstrating positive and expected behavior during each learning block as well as dismissal.
• Students who earn at least 80% of the total possible points through-out the month will be able to attend the monthly PBIS celebration.
• Students who do not earn at least 80% will not attend but will not be punished for not earning enough points.

Students earning a set amount of PBIS points will participate in monthly Casper's PBIS Celebrations. The students who do not earn the activity will go to the behavioral interventionist's room for a presentation. Each month will focus on a different aspect of social and emotional learning. If the PBIS reward for the month is a special treat at recess the students not earning will still go to their recess they will just not receive the PBIS reward.

Casper Cash is given to individual students to reinforce Casper's ABCs and other positive behavior. Each grade has a designated color. Support staff and administration will also have a designated color.
Each quarter the behavioral interventionist will open Casper's Store to all students. Teachers should also use this token economy in their classrooms through out the year as well. Snacks, privileges, jobs etc… are all great reinforcements that can be utilized with Casper Cash.

Procedure for Positive Office Referral:

Teachers will use Positive Office Referrals to reward students for POSTIVE behavior.
• Step 1 - The teacher will praise the student for their behavior and issue a Positive Office Referral.
• Step 2 - This Positive Office Referral will be placed in its appropriate bin in the front office. Positive Referrals need to be turned in the same day that they are awarded.
• Step 3- The behavioral interventionist and/or assistant principal will recognize students with Positive Office Referrals on Fridays during lunchtime. One of those students that week will also be awarded one of Casper's Golden Honey Dippers. Their picture will be taken and put on Casper's V.I.Bee board in the Café.

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

We aim to create opportunities for a broader stakeholder group through focus groups and surveys that allow stakeholders to share thoughts and ideas regarding Spook Hill Elementary. We will develop robust opportunities for families and community engagement and participation in school growth.

We encourage our school stakeholders to support our school environment by being involved in the school community through SAC committee, school volunteers, and PTO.

Teachers will encourage and praise positive student behavior which demonstrates schoolwide expectations and positive student behavior. In addition, teachers will implement the Sanford Harmony program into daily lesson plans with daily meet up/buddy up checks and teach a minimum of (1) lesson per week. The school counselor will facilitate training on the program and model lessons for select teachers. Monthly teacher challenges are being implemented for them to focus on their relationships with challenging students. Leaders will model for teachers, set the bar and monitor implementation. Students will follow the ABCs to maximize their instructional time in the classroom.