Sleepy Hill Middle School

2022-23 Schoolwide Improvement Plan

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Sleepy Hill Middle School

2215 SLEEPY HILL RD, Lakeland, FL 33810

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

Demographics

Principal: Kendis Clark

Start Date for this Principal: 7/14/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (48%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	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	77%

School Grades History

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

School Board Approval

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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.

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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.

The Mission of Sleepy Hill Middle School is to create a learning community with a safe, caring, and supportive environment. We will create endless opportunities for achievement and success.

Provide the school's vision statement.

The vision of Sleepy Hill Middle School is to challenge students to achieve academic success with a rigorous and engaging curriculum to reach their full potential within a safe and caring 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
Clark, Denay	Principal	Provides organizational leadership related to all facets of the school framework including, but not limited to instruction, personnel, student services, family and community engagement, fiscal management, etc.
Dyer, Jeni	Assistant Principal	Supports the school principal by providing organizational leadership related to all facets of the school framework including, but not limited to instruction, personnel, student services, family and community engagement, fiscal management, etc.
Campbell, John	Assistant Principal	Provides organizational leadership related to all facets of the school framework including, but not limited to instruction, personnel, student services, family and community engagement, fiscal management, etc.
Schodt, Robert	Assistant Principal	Provides organizational leadership related to all facets of the school framework including, but not limited to instruction, personnel, student services, family and community engagement, fiscal management, etc.
Boyzo, Nicole	Dean	Supports the principal and assistant principals with implementation of individual, class and school-wide behavior interventions. Deliver appropriate teacher-to-teacher professional learning and support resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement.
Holt, Kara	Teacher, ESE	Coordinates educational placement and appropriate services for students with disabilities. Serves as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Provides direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.
Woodbury, Violet	Instructional Coach	Work collaboratively with ELA and Reading teachers to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.
Aguilar, Xochil	Graduation Coach	The student success coach, develops and implements individual intervention strategies and promotion requirements to increase the likelihood that identified students will stay in school, be promoted to high school, and graduate on time. The Success Coach tracks the progress of individual and subpopulations of students as t and communicates regularly with parents of students identified as being at risk of not being promoted to the next grade level (and moving on to high school).

Name	Position Title	Job Duties and Responsibilities
Dinwiddie, Michael	Teacher, K-12	Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the Math department while supporting the wider mission of the school.
Shoupe, Lori	Teacher, K-12	Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the Science department while supporting the wider mission of the school.
Comerford, Craig	Teacher, K-12	Serves as a communication liaison between faculty, administration, and families. Serves as a leader in curriculum and pedagogy in the department. Facilitates department meetings that promote participation from all department members. Advocates for the Social Studies department while supporting the wider mission of the school.
Pierce, Sharlene	Other	Plans and implements processes and schedules related to achieving school/district/state testing plans. Compiles data reports to determine progression toward meeting School Improvement Plan goals. Communicates with stakeholders regarding policies, related to district and state standardized tests.

Demographic Information

Principal start date
Thursday 7/14/2022, Kendis Clark

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.*
1

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.*
28

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
1,155

Identify the number of instructional staff who left the school during the 2021-22 school year.
27

Identify the number of instructional staff who joined the school during the 2022-23 school year.
27

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	0	0	0	0	0	0	424	364	369	0	0	0	0	1157
Attendance below 90 percent	0	0	0	0	0	0	34	38	73	0	0	0	0	145
One or more suspensions	0	0	0	0	0	0	0	1	4	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	28	13	21	0	0	0	0	62
Course failure in Math	0	0	0	0	0	0	26	24	43	0	0	0	0	93
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	169	159	181	0	0	0	0	509
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	187	182	157	0	0	0	0	526
Number of students with a substantial reading deficiency	0	0	0	0	0	0	166	2	1	0	0	0	0	169

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	0	0	0	55	46	78	0	0	0	0	179

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	0	0	0	0	0	0	4	7	14	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	4	5	11	0	0	0	0	20

Date this data was collected or last updated
Friday 7/29/2022

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	357	388	333	0	0	0	0	1078
Attendance below 90 percent	0	0	0	0	0	0	0	101	90	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	0	123	93	0	0	0	0	216
Course failure in ELA	0	0	0	0	0	0	9	28	18	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	7	38	66	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	114	103	0	0	0	0	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	73	110	99	0	0	0	0	282
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	73	110	93	0	0	0	0	276

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	2	0	17	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	2	4	1	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	0	0	0	0	0	0	357	388	333	0	0	0	0	1078
Attendance below 90 percent	0	0	0	0	0	0	0	101	90	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	0	123	93	0	0	0	0	216
Course failure in ELA	0	0	0	0	0	0	9	28	18	0	0	0	0	55
Course failure in Math	0	0	0	0	0	0	7	38	66	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	114	103	0	0	0	0	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	73	110	99	0	0	0	0	282
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	73	110	93	0	0	0	0	276

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	2	0	17	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	2	4	1	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	32%	40%	50%				41%	48%	54%
ELA Learning Gains	39%						51%	52%	54%
ELA Lowest 25th Percentile	31%						45%	48%	47%
Math Achievement	32%	34%	36%				37%	50%	58%
Math Learning Gains	43%						41%	50%	57%
Math Lowest 25th Percentile	37%						41%	48%	51%
Science Achievement	34%	40%	53%				43%	44%	51%
Social Studies Achievement	75%	49%	58%				72%	72%	72%

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
06	2022					
	2019	37%	48%	-11%	54%	-17%
Cohort Comparison						
07	2022					
	2019	31%	42%	-11%	52%	-21%
Cohort Comparison		-37%				
08	2022					
	2019	46%	48%	-2%	56%	-10%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	47%	-10%	55%	-18%
Cohort Comparison						
07	2022					
	2019	25%	39%	-14%	54%	-29%
Cohort Comparison		-37%				
08	2022					
	2019	13%	35%	-22%	46%	-33%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	41%	-1%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	70%	-1%	71%	-2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	50%	38%	61%	27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	53%	33%	57%	29%

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	7	23	23	12	33	25	10	35			
ELL	20	36	36	25	45	40	22	61	64		
ASN	71	73		71	64						
BLK	22	30	22	20	34	35	21	65	82		
HSP	28	38	36	32	45	38	31	73	67		
MUL	47	48		49	58		45	80			
WHT	42	45	39	43	47	37	54	87	61		
FRL	28	37	32	31	43	38	34	71	70		
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	14	22	23	16	24	22	21	55			
ELL	24	41	41	25	28	32	29	62	48		

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
ASN	75	79		73	31						
BLK	29	38	29	20	27	31	28	70	47		
HSP	30	42	40	29	28	31	40	70	53		
MUL	50	46		41	26						
WHT	40	46	42	36	30	33	46	81	52		
FRL	31	39	37	27	28	33	34	69	50		
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	20	41	38	22	38	38	22	48	18		
ELL	18	42	43	24	35	40	21	49	24		
ASN	86	93		86	64				70		
BLK	29	46	42	21	34	36	37	75	40		
HSP	40	50	44	36	42	44	34	65	48		
MUL	42	44		44	47		57	64			
WHT	50	55	46	50	43	49	59	79	70		
FRL	35	47	45	34	38	41	36	70	51		

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)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	44
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?

Looking at trend data from 2018-2019 there have been steady declines in performance for many of the school grade component cells. Math component performance did improve from 20-21 to 21-22 but Math Achievement and Math 25% still did not recover to the point where there is improvement from the 2018-2019 school year. Social Studies scores have been the only scores to show increase each year from 18-19 to 21-22.

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

ELA and Math both demonstrate great need for improvement; however ELA exhibited a decline in all three ELA components. Science scores also showed a 6% decline from 20-21 to 21-22.

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

In addition to learning gaps that previously existed, the far-reaching implications or he pandemic have had drastic effects on students' academic performance. Student and teacher absences are of great concern as 85-90% of individuals in both demographic groups had less than 90% attendance for the school year.

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

Math Learning Gains and Math Bottom 25% learning gains showed the most improvement from 20-21 to 21-22.

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

The school participated in the RTD intervention process during the 21-22 school year and it is likely that student participation in this process likely contributed to the growth in all three Math performance areas.

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

Exposure to grade-level texts, standards, benchmarks, test item specifications (once available). Small group instruction based on formative/summative assessments, Continuous data analysis to guide instructional practices and student grouping.

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.

Focus will be placed on standards-aligned instruction. We will work with one department to roll out new planning protocol related to standards-aligned instruction. Classroom observations will be completed on a routine basis to ensure that instructional plans are implemented with fidelity and instruction/tasks are aligned to the standard. Feedback will be provided and action plans implemented to improve instruction and providing an equivalent experience for all students.

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

We are anticipating that RTD will again be implemented as an district-wide intervention measure to focus on reading and math BEST standards. Students will participate in the Math 180 and Corrective Reader programs which offer individualized remediation interventions in math, and foundational skills interventions in reading.

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.**	Data from FSA shows a continuous trend of regression, particularly in the area of ELA. Mathematics may have improved from the previous year but still has not met or improved from the last year that testing data was available in 18-19.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	State data will show a minimum of +1% increase for all school grade calculation cells including ELA Achievement, ELA Learning Gains, ELA Learning Gains Bottom 25%, Math Achievement, Math Learning Gains, Math Learning Gains Bottom 25%, Social Studies (Civics), Science, and School Acceleration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data based on district assessments will serve as progress monitoring tools to determine if standards/benchmarks are adequately mastered as a result of planning for standards-aligned instruction.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Students who are exposed to grade level texts, instruction, and performance expectations have a greater opportunity to master content on which students will be tested during state standardized assessments. 2. Teacher will move toward more structured and purposeful standards-based planning protocol utilizing 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.**	The Opportunity Myth highlights the direct correlation between academic success and ensuring that students are exposed to grade level equivalent standards-based experiences and also show master of these standards/benchmarks on standardized assessments. The Learning Arc framework will place a greater focus on assessing the key components of what students should be expected to know, understand, and do as a result of instruction.

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.

Strategy 1-Standards Walkthrough Tool
Action Step 1-Participate in district training related to the Standards Walkthrough Tool

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 1-Standards Walkthrough Tool
Action Step 2-Create calendar for leadership team calibration walks

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 1-Standards Walkthrough Tool
Action Step 3-Train leadership team on Standards Walkthrough tool during calibration walks

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 1-Standards Walkthrough Tool
Action Step 4-Continue calibration walks until team debriefing results in 90%-100% consistency in Standards Walkthrough Tool determinations and rationale.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 1-Standards Walkthrough Tool
Action Step 5- SWT data review will be discussed as a routine agenda item in all leadership team meetings.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 1-Standards Walkthrough Tool
Action Step 6-Establish protocol for reviewing data including evidence in Standards Walkthrough Tool.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 1-Standards Walkthrough Tool
Action Step 7-Monitor impact between Standards Walkthrough Tool data review and planning that occurs by content area, course, and/or grade level.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 2-Instructional Planning using the Learning Arc Framework
Action Step 1-Create master schedule that includes intentional collaborative planning.

Person Responsible   Jeni Dyer (jeni.dyer@polk-fl.net)

Strategy 2-Instructional Planning using the Learning Arc Framework
Action Step 2-Participate in an in-depth training related to Learning Arc framework.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 2-Instructional Planning using the Learning Arc Framework
Action Step 3-Assign and train planning facilitators to lead incorporation of Learning Arc Framework during collaborative planning sessions.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 2-Instructional Planning using the Learning Arc Framework
Action Step 4-Add planning results discussions to leadership team meeting agenda.

Person Responsible   Denay Clark (denay.clark1@polk-fl.net)

Strategy 2-Instructional Planning using the Learning Arc Framework
Action Step 5-Incorporate Learning Arc Planning protocol during all collaborative planning sessions.

Person Responsible   Jeni Dyer (jeni.dyer@polk-fl.net)

Strategy 2-Instructional Planning using the Learning Arc Framework
Action Step 6-Review data analysis between Standards Walkthrough Tool findings and targeted benchmarks discussed during planning sessions using Learning Arc framework.

Person Responsible   [no one identified]

#2. Positive Culture and Environment specifically relating to PBIS	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	During the 2021-2022 school year, over 4,000 student disciplinary referrals were written resulting in nearly 1,900 days ISS and 3,600 days OSS. The loss of instructional time due to ISS and OSS has a great impact on students' exposure to curriculum and, thus, drastically impacts student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By rolling out a PBIS program, a greater emphasis will be placed on POSITIVE behavioral expectations and reinforcing those behaviors we want to see school-wide. Through the PBIS program, it is our goal to reduce the total number of referrals, ISS, and OSS days by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Referrals and subsequent ISS/OSS days will be monitored on a monthly basis with the School-Based Leadership Team.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Schools that have a strong PBIS program and system for documenting minor referrals have shown to have a reduction in their total number of referrals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Rewarding and incentivizing positive behaviors will result in the reduction of undesirable behaviors that we do not want to occur on campus.

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.	

Build PBIS Team to discuss foundation of PBIS program, including PBIS school-wide expectations, incentives, points, etc.

Person Responsible	Jeni Dyer (jeni.dyer@polk-fl.net)

Purchase PBIS Reward program to facilitate implementation of PBIS program, tracking PBIS points, and documenting behavioral referrals.

Person Responsible	Jeni Dyer (jeni.dyer@polk-fl.net)

Train teachers on use of PBIS Rewards program, including documenting student incentives as well as documenting student referrals.

Person Responsible	John Campbell (john.campbell01@polk-fl.net)

Monitor teacher expectations regarding documentation of student referrals.

Person Responsible	John Campbell (john.campbell01@polk-fl.net)

Monitor teacher expectations regarding "awarding" of student incentive points.

| **Person Responsible** | Jeni Dyer (jeni.dyer@polk-fl.net) |

Plan and implement incentives related to PBIS Rewards points.

| **Person Responsible** | Jeni Dyer (jeni.dyer@polk-fl.net) |

Review discipline data related to student minor and major referrals. Implement appropriate interventions, as needed.

| **Person Responsible** | John Campbell (john.campbell01@polk-fl.net) |

Schedule parent meetings and Implement behavioral contracts for students continuously not meeting expectations.

| **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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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

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. §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?

N/A

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?

N/A

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

N/A

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.

A positive school culture is essential in order for students to want to be engaged within the school community, for teachers to return from one year to the next, and for families and communities to pour into the school. During this school year we are looking to build a foundation of Positive Behavioral Interventions and Supports (PBIS). PBIS focuses on promoting and reinforcing these positive expectations and by rewarding students for meeting these expectations. Staff members are encouraged to make positive phone calls for students, not solely when bringing attention to negative behaviors or academic concerns. In changing bell schedules and morning/afternoon duty requirements, staff members will be more visible and are encouraged to have positive interactions with students-not only during instructional time, but classroom transitions, breakfast, and morning/afternoon duty assignments. Multiple family nights will take place throughout the year to build capacity within our parents so they have a greater understanding as to what

their children are experiencing in the classroom. Students and staff will be recognized publicly via morning announcements and social media accounts to recognize them for their efforts.

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

It will take the work of the entire Sleepy Hill Middle School community to build and promote a positive school culture. Staff members, students, parents, community members and volunteers must all work together in order to build a flourishing school community that we can all be proud to call our own. Sleepy Hill Middle School is working to create a larger and more involved school community by seeking parent and community participants to join our School Advisory Council. We are also working to build a Parent Teacher Organization to build a stronger relationship and active engagement between parents and the school community. We have developed a partnership with two local churches who have purposed themselves to provide supplies to our teachers, appreciation meals to all staff members, as well as equipping our students with supplies, uniforms, and shoes in order to come to school prepared and ready to learn. With the assistance of our Community Liaison we are also working to build additional business partnerships within the North Lakeland area. Through such efforts we have gained an a bus stop outside of our school to assist with student attendance if students miss their bus in the morning and family transportation is not available. This also provides an additional means of transportation for parents and students to participate in family engagement events. We are seeking to build more involved partnerships with our feeder elementary schools to help ease the transition from elementary to middle school and work to promote academics and extra-curricular activities on campus in order to attract students to attend our school. Efforts will also be made to build similar partnerships with our high schools so that students and families are better educated about the programs that are available on each campus and they can make more informed decisions about the remainder of their secondary educational years.