

Polk County Public Schools

Spook Hill Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	31

Spook Hill Elementary School

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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-driven decision-making based upon the problem solving process and supervises the development of strong infrastructures needed to support the school. Under the distributive leadership approach, the principal oversees and monitors all aspects of the school's operations by assigning specific areas to the leadership team members. She assumes the direct responsibility for community/school relations, payroll/finances, employee relations for all administrators and staff, student supervision and school safety, and the implementation of all district and school initiatives.
Bearden, Melissa	Assistant Principal	Assists the principal in providing a common vision for the school as well as the use of data-based decision making to provide strong infrastructures needed to support the school. Oversees the school's assessment processes, develops and monitors the school-wide discipline, PBiS program, and school supervision plans, and facilitates all school safety drills.
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.
Reyes, Rodolfo	Instructional Coach	The math instructional coach serves as a resource to teachers in math instruction. Facilitates collaborative planning sessions with teachers, observes classroom instruction and provides 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 to the SIP.
Chandley, Kristin	Behavior Specialist	School Behavior Interventionist is responsible for providing strategies for teachers to implement with their students for all tier levels of PBIS and MTSS behavior. She supports data analysis in school based discipline decisions and monitors and models appropriate behavioral interventions.
Giffin, Melissa	Instructional Coach	Reading instructional coach serves as a resource to teachers in reading instruction. Facilitates collaborative planning sessions with teachers, observes classroom instruction, and provides feedback in an effort to improve instructional outcomes. Demonstrates model lessons and strategies for

Name	Position Title	Job Duties and Responsibilities
		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.
Buchanan, Angela	Parent Engagement Liaison	<p>The Parent & Family Involvement Liaison works closely with district personnel (e.g., social worker, school counselor, school psychologist, school administration) to support students and families and increase parental involvement and engagement. Provides and interprets information about school procedures, instructional programs, and the names and roles of administrators and staff members. Organizes and facilitates parental engagement activities and special programs to generate a continuum for student success.</p> <p>Monitors student attendance and enforces district attendance policies and procedures regarding truancy.</p> <p>Maintains communication logs to document contact with parents, students, staff, and the community.</p> <p>Serves as a contact for parents with questions about the school services or specific activities and events.</p> <p>Contacts parents to serve on school committees or to attend special events at the school. Develops rapport with students, their parents, and school administration/staff to promote students' proper adjustment and progress.</p> <p>Assists parents and students with accessing educational and community resources.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School-based Leadership Team met with teachers after each progress monitoring assessment to review school-wide, grade level, and teacher data focusing on improving student achievement outcomes with evidence-based interventions. In addition, the leadership team, along with district and state representatives, reviewed the school improvement plan and student outcome data throughout the year and made revisions as necessary.

As participants of the School Advisory Council, parents, faculty, community leaders, and district staff met throughout the year to discuss school and community issues/concerns, review progress monitoring data, and/or plan for school improvement. Community business leaders and members also served as advisory board members on the school's Community Assessment Team.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administrators and instructional coaches will maintain weekly classroom visitation schedules to ensure effective implementation of school improvement initiatives and make adjustments accordingly. Student achievement data will be analyzed after each FAST progress monitoring assessment period (three times a year) as well as after each unit/module assessment in ELA, math, and science to determine the level of impact and make necessary adjustments. The school based leadership team, in conjunction with district staff, will review the school improvement initiatives and revisions along with student achievement data quarterly to ensure effective implementation/adequate impact and make necessary adjustments.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	42	42	35	46	31	31	0	0	0	227	
One or more suspensions	7	14	15	15	8	11	0	0	0	70	
Course failure in English Language Arts (ELA)	3	8	7	11	5	8	0	0	0	42	
Course failure in Math	5	3	6	6	8	7	0	0	0	35	
Level 1 on statewide ELA assessment	0	0	0	47	28	33	0	0	0	108	
Level 1 on statewide Math assessment	0	0	0	41	28	41	0	0	0	110	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	27	25	39	24	28	0	0	0	154	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	20	13	48	36	29	0	0	0	147

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	1	21	0	0	0	0	0	27
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	43	34	51	21	28	0	0	0	178	
One or more suspensions	0	6	4	10	6	5	0	0	0	31	
Course failure in ELA	1	11	21	31	11	27	0	0	0	102	
Course failure in Math	1	9	12	19	9	12	0	0	0	62	
Level 1 on statewide ELA assessment	0	0	0	20	12	35	0	0	0	67	
Level 1 on statewide Math assessment	0	0	0	13	17	41	0	0	0	71	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	28	23	20	15	40	0	0	0	127	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	10	18	18	10	20	0	0	0	77

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	43	34	51	21	28	0	0	0	178
One or more suspensions	0	6	4	10	6	5	0	0	0	31
Course failure in ELA	1	11	21	31	11	27	0	0	0	102
Course failure in Math	1	9	12	19	9	12	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	20	12	35	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	13	17	41	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	28	23	20	15	40	0	0	0	127

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	10	18	18	10	20	0	0	0	77

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	45	53	31	47	56	34		
ELA Learning Gains				47			36		
ELA Lowest 25th Percentile				42			44		
Math Achievement*	36	49	59	26	42	50	29		
Math Learning Gains				31			30		
Math Lowest 25th Percentile				35			25		
Science Achievement*	36	41	54	28	49	59	43		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	44	54	59	44			47		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	171
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	29	Yes	4	2
AMI				
ASN				
BLK	25	Yes	4	1
HSP	33	Yes	3	
MUL				
PAC				
WHT	36	Yes	2	
FRL	34	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	3	3
ELL	30	Yes	3	1
AMI				
ASN				
BLK	32	Yes	3	
HSP	33	Yes	2	
MUL				
PAC				
WHT	35	Yes	1	
FRL	32	Yes	2	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			36			36					44
SWD	15			18			27				5	31
ELL	16			32			40				5	44
AMI												
ASN												
BLK	34			29			17				4	
HSP	25			33			41				5	47
MUL												
PAC												
WHT	33			39			43				4	
FRL	31			38			33				5	42

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	47	42	26	31	35	28					44
SWD	18	33	21	10	23	31	5					
ELL	25	38	31	19	27		27					44
AMI												
ASN												
BLK	27	44		30	36		23					
HSP	34	45	33	19	25	33	29					42
MUL												
PAC												
WHT	31	47	45	27	31		31					
FRL	28	41	38	24	27	32	22					44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	36	44	29	30	25	43					47
SWD	16	25		15	30							
ELL	23	36		23	21		33					47
AMI												
ASN												
BLK	29	19		24	14		18					
HSP	29	39		24	18		33					50
MUL												
PAC												
WHT	43	43		36	40		63					
FRL	30	34	36	24	29	25	40					54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	43%	-9%	54%	-20%
04	2023 - Spring	43%	53%	-10%	58%	-15%
03	2023 - Spring	26%	42%	-16%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	51%	-16%	59%	-24%
04	2023 - Spring	49%	56%	-7%	61%	-12%
05	2023 - Spring	30%	44%	-14%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	39%	-6%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based upon the proficiency rates for ELA (34%), math (38%) and science (33%), the overall proficiency rate of science was the lowest; however, this was a 5% increase from the previous year's proficiency rate of 28%. This was most likely due to the skill level of the 5th grade teachers in relation to science content and instruction. A change in teaching assignment was made during the second semester which most likely attributed to the increase. There is also a noted disparity between the student scores on the district quarterly assessments (55%) the Florida Science Assessment (33%).

In looking across grade levels, 3rd grade ELA presented the lowest percentage of students scoring at proficiency level (3rd - 26%, 4th - 43%, 5th - 35%) based upon the PM3 data. A large contributing factor for the low level of proficiency in 3rd grade ELA is students' lack of foundational reading skills. Only 10% of 3rd grades students scored at or above the proficiency level on the PM1 assessment. Additionally, 5th grade math proficiency rates were lower than the other tested grades (3rd - 36%, 4th - 49%, 5th - 30%). This was most likely due to the skill level of one of the 5th grade math teachers. A change in teaching assignment was made during the second semester which evidenced an increase in proficiency rates from PM2 to PM3 (from 14% to 30%).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Upon comparison of 2022 FSA data to the 2023 FAST data, our 3rd grade ELA proficiency rate declined from 31% in 2022 to 26% in 2023. Factors that contributed to this decline include one 3rd grade teacher being on FMLA leave for approximately 12 weeks, a large number of 3rd grade retentions from 2022, and a lack of foundational reading skills identified with this group of students. Additionally, the SRA Corrective reading intervention was only implemented with the retained students, not the first time third grade students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In comparing the PM3 proficiency rates to those of the state averages, the 3rd grade ELA scores (26% as compared to 50%) and 3rd grade math scores (36% as compared to 59%) were significantly lower. A large contributing factor for the low level of proficiency in 3rd grade ELA is students' lack of foundational reading skills as well as math fluency skills. Only 10% of 3rd grades students scored at or above the proficiency level on the FAST PM1 assessment in ELA and only 2% demonstrated proficiency on the FAST PM1 assessment in mathematics. In addition, the 5th grade math scores (30%) were significantly lower than the state average of 55%. In 2022, this cohort also scored significantly below the state average in math (28% as compared to 61%). With focused instruction, we were able to close the gap from 33 percentage points to 25 percentage points.

Which data component showed the most improvement? What new actions did your school take in this area?

As compared to the 2022 FSA data, there was an upward trend in proficiency rates in 4th (32% to 43%) and 5th (32% to 35%) grade ELA as well as 3rd (30% to 36%), 4th (28% to 49%) and 5th grade (13% to 30%) math, and 5th grade science (28% to 33%). This was predominately the result of intentional lesson planning focused around content area benchmarks as well as creating aligned student tasks and assessments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Third grade ELA continues to be an area of concern with regards to the number of students being retained each year due to reading deficiencies. This is extremely troubling as the proficiency rate of 3rd grade students will also be calculated as an individual cell in the overall school grade. The number of students with an attendance rate of less than 90% across the school is also an area of concern. Student success is dependent upon them being present to receive instruction.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase proficiency rates in ELA, math, and science
2. Increase teacher capacity
3. Close the reading deficiency gap
4. Improve student/staff attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based upon the most recent ESSA data, Spook Hill students representing all applicable subgroups (SWD, ELL, Black/African American, Hispanic, White, and ED) scored below the Federal Index of 41%. Additionally, data gleaned from the FAST PM3 assessment demonstrated an overall proficiency rate of 34% in ELA and 38% in math while the Florida Science Assessment proficiency rate was at 33%. As a result, there is a systemic need to improve the overall instructional program while consistently monitoring students' progress toward mastery of state benchmarks.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the spring of 2024, state assessment data will reflect a minimum proficiency rate of 52% in all assessed grade level content areas.

By spring of 2024, students representing the ESSA subgroups, will score at or above the Federal Index of 41% on all end of the year state assessments.

By spring of 2024, classroom walkthrough data will evidence at least 90% compliance in the areas of standards focused boards and instructional delivery and 75% compliance in the area of assessing student learning as measured by the standards based instruction walkthrough tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Instructional practices will be monitored weekly using the SBI walkthrough tool. The leadership team will develop a walkthrough schedule which includes time for debriefing and next steps. Coaches will submit weekly schedules/logs to include type and frequency of support provided to specific teachers. Weekly administrative walks with debriefing will occur to determine the effectiveness of coaching support. Grade level formative assessments aligned to benchmarks will be utilized by grade level teams and time will be allocated during collaborative planning and MOU planning for the purpose of data analysis and the development of action steps. Data will be filtered by ESSA subgroups to pinpoint which subgroups need additional supports to reach mastery targets.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will engage in a district prescribed, standards-based planning protocol using the Learning Arc Framework. During collaborative planning sessions, teachers and instructional coaches will deconstruct benchmarks for the purpose of aligning appropriate resources and student tasks as well as equivalent assessment experiences. Teachers and instructional coaches will also analyze student performance data on common assessments/tasks to further guide instructional decisions and necessary interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Opportunity Myth speaks to the relationship between academic success and ensuring students engage in grade level, standards-based expectations. It is imperative that teachers possess a working knowledge of the B.E.S.T benchmarks for assigned content areas/grade levels and students tasks and assessments are aligned to the assessed benchmarks. Furthermore, there should be a consistent monitoring process established to ensure instructional alignment as well as students' progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Create a master schedule prioritizing core subject areas, intervention blocks, and collaborative planning time.

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

By When: 7/30/23

Create a weekly leadership walkthrough schedule focused on SBI look-fors with time for debrief and next steps

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

By When: 8/11/23 - ongoing

Establish school-wide collaborative planning protocol using the Learning Arc Framework

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

By When: 8/11/23

Create a school-wide progress monitoring plan/platform to include unit assessments, module assessments, intervention program data, and progress monitoring data

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

By When: 8/31/23

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

Person Responsible: Melissa Giffin (melissa.giffin@polk-fl.net)

By When: 8/11/23 - ongoing

Instructional coaches will 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: Michelle Browning (michelle.browning@polk-fl.net)

By When: 8/31/23

Teachers and instructional coaches will analyze student performance data on common tasks and benchmarks planned for utilizing the Learning Arc to determine next steps related to instructional practices and tiered interventions.

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

By When: 8/31/23 - ongoing

Create schedules for paraprofessional and support staff to ensure strategic resourcing of support to promote student mastery of state benchmarks.

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

By When: 8/31/23

Identify "bubble students" and provide after school tutoring for targeted 3-5 grade students needing interventions in ELA, math, and/or science.

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

By When: 10/01/23

Tier teachers for coaching support with identified areas of weakness and frequency of support.

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

By When: 8/31/23

Senior Coordinators of Instruction will provide weekly and/or bi-weekly support to school-based coaches.

Person Responsible: Rosetta Bailey (rosetta.bailey@polk-fl.net)

By When: ongoing

Coaches will participate in district sponsored coaching professional development.

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

By When: ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Spook Hill Elementary strives to create and maintain a student-centered, positive school culture that supports all learners in becoming the leaders of tomorrow. Based upon the Early Warning Systems data, 43% of our students in grades K-5 had an attendance rate below 90%. If we are to raise the academic achievement of our students, then we must address the attendance issue and strengthen parental support.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, the percentage of students with an attendance rate below 90% will be less than 25% of the overall student population.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance will be monitored weekly by the Parental Involvement Coordinator. Documentation regarding parent phone calls, attendance letters, and attendance meetings will be shared bi-monthly during school-based leadership meetings. District protocols will be followed regarding truancy issues.

Person responsible for monitoring outcome:

Angela Buchanan (angela.buchanan@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student attendance will be tracked weekly and parent notification/truancy meetings will be conducted as need. In addition, parent engagement opportunities have been scheduled throughout the school year encouraging parental involvement. Social media platforms will be utilized to promote school happenings and elicit parental input. Additionally, attendance is being tied to the school-wide PBIS program, and we will provide enrichment opportunities such as Girl Scouts, 4-H Club, FCA, Music Club, Art, Club, etc., before/after school to reinforce attendance. Our school also utilizes Positive Behavioral Interventions and Supports (PBIS) framework to implement schoolwide expectations and appropriate behavioral interventions for tier 2 and tier 3 students. Additionally, teachers utilize lessons within Sanford Harmony to promote an inclusive culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Spook Hill community plays a vital role in creating a positive and supportive learning environment. Our goal is to develop robust opportunities for student and families to participate in a variety of positive experiences aimed at promoting a trusting home/school relationship.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Train teachers on attendance procedures.

Person Responsible: Angela Buchanan (angela.buchanan@polk-fl.net)

By When: 8/11/23

Develop weekly process/protocol for monitoring student attendance, scheduling parent meetings and notifying truancy officers.

Person Responsible: Angela Buchanan (angela.buchanan@polk-fl.net)

By When: 8/11/23

Create flyers, agendas, evaluations for all scheduled parent nights/events.

Person Responsible: Angela Buchanan (angela.buchanan@polk-fl.net)

By When: 8/31/23 - ongoing

Create a school-wide monitoring plan to document parental notifications of attendance issues.

Person Responsible: Angela Buchanan (angela.buchanan@polk-fl.net)

By When: 8/11/23

Create partnerships/schedules with outside organizations.

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

By When: 8/11/23

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

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

By When: 8/3/23

Monitor behavioral data weekly to determine additional tiered supports for teachers and students.

Person Responsible: Angela Hamilton (angela.hamilton01@polk-fl.net)

By When: ongoing

Revise school-wide PBIS plan to include a daily point system as well as weekly, monthly, and quarterly incentives/celebrations.

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

By When: 8/11/23

Create a PBIS point tracking form for teachers to record daily points.

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

By When: 8/11/23

Academic dean will provide weekly discipline strategies for all teachers as well as coaching cycles and supports for teachers who struggle with implementation of school-wide practices.

Person Responsible: Angela Hamilton (angela.hamilton01@polk-fl.net)

By When: 8/18/23 - ongoing

#3. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based upon the 2023 spring ELA FAST data, 74% of third grade students, 57% of 4th grade students, and 65% of 5th grade students scored below the proficiency rate in ELA. Furthermore, 64% of 3rd grade students, 51% of 4th grade students, and 70% of 5th grade students scored below the proficiency rate in math according to the spring math FAST data. Spring STAR data reflects 27% of second grade students scoring at or above the 50th percentile ranking in ELA and 43% in math. Additionally, EWS data identifies 11/86 (K), 27/90 (1st), 25/96 (2nd), 39/93 (3rd), 24/82 (4th), and 28/81 (5th) grade students evidencing a substantial reading deficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the spring of 2024, at least 52% of all students in grades 3, 4 and 5 will demonstrate at or above proficiency on the FAST ELA and math assessments.

By spring of 2024, students representing the ESSA subgroups, will score at or above the Federal Index of 41% on the FAST ELA and math assessments.

In the spring of 2024, at least 50% of all students in grades 3, 4 and 5 will demonstrate learning gains in ELA and math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student performance data on STAR Early Literacy, STAR Reading, and FAST progress monitoring assessments will be analyzed after each assessment to address specific areas of needed reteaching and interventions. Student mastery tests in SRA Corrective Reading and Reading Mastery will be analyzed by classroom teachers and administrators after each assessment to pinpoint specific students needing reteaching/interventions of specific foundational reading skills. Weekly and unit assessments within Number Worlds will be assessed by the teachers and administrators to pinpoint students needing reteaching/interventions of specific math fluency and/or computational skills.

Additionally, student performance on unit assessments in ELA and math will be monitored to identify students needing reteaching/interventions on specific benchmarks. Time will be allocated during collaborative planning and extended day planning on a monthly basis for data analysis and planning for targeted interventions.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students in grades K-2 will be diagnostically placed in appropriate reading groups using SRA Reading Mastery. Students in grades 3-5 will be diagnostically placed in appropriate reading groups using SRA Corrective Reading. Students in grades K-5 will be diagnostically placed in appropriate math groups using Number Worlds and Freckle intervention programs. The master schedule is designed to provide each grade level with a dedicated time for reading intervention and math intervention. Support staff will be strategically assigned to support small group interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students not on track to score at or above proficiency on statewide standardized assessments need additional support in a small group setting. Many of these students lack the foundational reading skills and math fluency skills required for critical reading and math computations. Targeted interventions in a small group setting will provide these students with the prerequisite skills necessary for academic success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Create a master schedule allocating common time for intensive instructional interventions by grade level.

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

By When: August 11, 2023

Identify students for targeted intervention programs (SRA/Number Worlds).

Person Responsible: Melissa Giffin (melissa.giffin@polk-fl.net)

By When: August 31, 2023

Create school-wide progress monitoring plan for blended learning platforms.

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

By When: August 31, 2023

Create monthly agendas for collaborate planning and MOU extended planning time for data analysis.

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

By When: 8/21/23 - ongoing

Create support staff schedules for ELL, resource, inclusion, interventionist, and paraprofessional to provide necessary support.

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

By When: 8/31/23

Align reading interventionist schedule to facilitate small group instruction in ELA for identified students as well as facilitating SRA intervention groups during WIN time.

Person Responsible: Melissa Giffin (melissa.giffin@polk-fl.net)

By When: 9/15/23

Align math interventionist schedule to facilitate small group instruction in math for identified students as well as facilitating Number Worlds intervention groups.

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

By When: 9/15/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

As a Title One school eligible for UniSIG funds, Spook Hill is required to complete a Comprehensive Needs Assessment (CNA) survey to the Title One Department identifying strengths/weaknesses and targeted areas of focus. In addition, the school is required to complete a Use of Funds each school year. The Title One Department reviews the CAN and Use of Funds to ensure all budgeted items are aligned with the SIP goals. Additionally, the Regional Superintendent and Senior Directors of the Office of School Transformation provide trainings regarding the School Improvement Planning processes, review the SIP goals/budgets, and provide necessary feedback.

School-wide data is also shared with and reviewed by Mr. Heid, Superintendent of Polk County Public Schools during DataCom sessions to determine budgetary needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Based upon the 2023 spring STAR Early Literacy or STAR Reading data, 61% of first grade students and 62% of second grade students scored below the 40th percentile in ELA evidencing a need to strengthen core instruction in foundational reading skills and grade level benchmarks. Additionally, strategic groupings based upon progress monitoring data during the WIN hour is necessary to pinpoint and repair student deficiencies.

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

In the spring of 2023, 78% of third grade students, 56% of fourth grade students, and 63% of fifth grade students scored below a level 3 on the FAST assessment evidencing a need to strengthen core instruction in grade level benchmarks with a strategic focus on increasing students' foundational reading skills during the WIN hour.

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 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 Measurable Outcomes

By spring of 2024, at least 52% of first grade students will score at or above the 40th percentile on the STAR Early Literacy or STAR Reading assessment.

By spring of 2024, at least 52% of second grade students will score at or above the 40th percentile on the STAR Early Literacy or STAR Reading assessment.

Grades 3-5 Measurable Outcomes

By spring of 2024, at least 52% of third grade students will score at or above proficiency (level 3) on the FAST assessment.

By spring of 2024, at least 52% of fourth grade students will score at or above proficiency (level 3) on the FAST assessment.

By spring of 2024, at least 52% of fifth grade students will score at or above proficiency (level 3) on the FAST assessment.

Monitoring

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 impact student achievement outcomes.

Students in grades one and two will be assessed three times a year using the STAR Early Literacy or STAR Reading assessment. Students in grades three, four, and five will be assessed three times a year using the FAST progress monitoring assessment. Student mastery tests in SRA Corrective Reading and Reading Mastery will be analyzed by classroom teachers and administrators after each assessment to pinpoint specific students needing reteaching/interventions of specific foundational reading skills. Additionally, student performance on unit assessments in ELA will be monitored to identify students needing reteaching/interventions on specific benchmarks. Time will be allocated during collaborative planning and extended day planning on a monthly basis for data analysis and planning for targeted interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Browning, Michelle, michelle.browning@polk-fl.net

Evidence-based Practices/Programs

Description:

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?

SRA Corrective Reading and Reading Mastery programs will be utilized with students in grades K-5. These programs are designed to promote reading accuracy, fluency, and comprehension. The programs have distinct levels/lessons that correspond to students' decoding skills. Based upon the research provided through the What Works Clearinghouse, Reading Mastery evidences a promising correlation to improving reading fluency and Corrective Reading evidences a strong correlation with improving alphabets and fluency. The evidence was not as promising for solidifying comprehension skills. As a result, teachers in grades 3-5 will participate in weekly collaborative planning to deconstruct ELA benchmarks, align appropriate resources, and create equivalent assessment experiences through the Learning Arc process to ensure our students are adequately prepared for the types of comprehension questions they will face on the FAST assessment. Additionally, Write Score will also be utilized in grades 3-5 to improve students' literacy skills. Write Score provides standards-aligned writing assessments, instructional resources, and historical data reports to assist teachers in pinpointing instructional needs and meet students' diverse literacy needs.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The SRA Corrective Reading and Reading Mastery programs will assist teachers in bridging the achievement gap by increasing students' foundational reading skills, thus better preparing them for the rigorous demands of the B.E.S.T literacy standards. The scripted lessons are strategically designed to build students' decoding skills and strengthen their reading fluency. The WWC score (Alphabets +9, Fluency +11, Comprehension +7) found Corrective Reading and Reading Mastery to have potentially positive effects on alphabets and fluency and no discernable effects on comprehension.

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
The literacy leadership team will meet monthly to review student performance data on STAR, FAST, Write Score, unit assessments and SRA mastery tests, as well as trends, barriers, and concerns based upon walk-through observations and coaching cycles.	Browning, Michelle, michelle.browning@polk-fl.net
The literacy coach will facilitate collaborative planning sessions with grade level teams focused on deconstructing the benchmarks and developing common tasks/assessments to evidence student mastery. Literacy coach will also provide coaching cycles and support for teachers who struggle with the implementation of intervention programs and/or effective instructional practices.	Giffin, Melissa , melissa.giffin@polk-fl.net
STAR and FAST ELA data will be analyzed after each progress monitoring administration. SRA mastery assessments will be collected by the literacy coach each month. Florida Wonders weekly and unit assessment data will be recorded on a shared document by grade level teachers. Teachers and literacy leadership team will analyze student performance data gleaned from progress monitoring assessments, unit assessments, and weekly tasks to determine necessary changes in instructional practices as well as to identify students needing intensive intervention instruction.	Browning, Michelle, michelle.browning@polk-fl.net
The literacy coach will provide teachers will effective, evidence-based strategies to support literacy instruction and foundational reading skills. Teachers will participate in district-led professional development trainings specifically focused on the implementation of reading and writing intervention programs. Teachers will also be offered professional learning opportunities led by the State Literacy Directors.	Browning, Michelle, michelle.browning@polk-fl.net

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Upon approval of the SIP, UniSIG budget and the SWP the school will send out links in Classmate, on our school website (<https://spookhill.polkschoolsfl.com>), presented at Open House and provide a question session on Facebook.Live. Since our Open House will also have a virtual component, more parents and stakeholders will be able to access the information.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with our stakeholders is imperative for the success of our students. This year, we have used TSSSA monies to employ a full time Parent Involvement Coordinator. This position is focused on building relationships that have been lost over the course of time and COVID. In this position, community relations are being built with engagement with a backpack give-away with the Lake Wales Community on July 29th, multiple opportunities for stakeholders to join in virtually for all events, Open House, Reading and Math Nights, and special focused parent opportunities to build families and students.

Spook Hill students and staff will be participating in the Great American Teach In on Nov. 16, 2023. This is an opportunity to have the community come and share with our students. It will give our students an new perspective as to how the skills they are learning in the classroom equate to job skills.

Spook Hill will be using the district's Classmates program along with Parent Portal. At enrollment, parents will have the opportunity to be assisted in setting up Parent Portal on one of the school's iPads. The school will continue to use School Messenger when students are absent, along with the student's teacher calling (emailing if unable to reach) if a student has been absent more than 3 days. All teachers will focus on making positive calls home, at least once a semester.

The school's Family Engagement Plan is located at :<https://spookhill.polkschoolsfl.com/titleone>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teachers will participate in professional development opportunities to enhance their knowledge and understanding of the state benchmarks. Throughout the school year, teachers will 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 benchmarks and effective instructional practices through focused professional development with peers at district sponsored trainings.

The master schedule is designed to ensure compliance with the required amount of instructional minutes per content area and instructional frameworks for ELA and math have been created to maximize effective use of instructional time and time on task.

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 are assessed 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, Reading Mastery, and Number Worlds (math) programs will be implemented with qualifying students i 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 students

during the ELA and math blocks. Students demonstrating proficiency in reading will participate in STEM activities and novel studies during the reading power hour to further enhance their learning. After school tutoring will be provided for students in grades 3-5 demonstrating deficiencies in ELA, math, and/or science.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Spook Hill Elementary ensures counseling, school-based mental health services, specialized support services, and other strategies to improve students' skills are met by providing a comprehensive developmental program that meets the academic, career, and personal/social needs of all students. Counselors work on behalf of students, collaborating, advocating, and supporting students, families, and staff to ensure that all students receive a high-quality education that prepares them to become responsible productive citizens that are college and career ready. The comprehensive developmental program includes, but is not limited to individual and small group counseling using data such as attendance, behavior referrals, and academic achievement to drive the curriculum. Responsive services including conflict resolution and crisis intervention support will be provided as indicated.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Spook Hill Elementary School supports a Positive Behavior Interventions and Supports program. 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 have been established to provide 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. Our Behavioral Interventionist provides recommended intervention which will 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. Students needing tier 3 supports are referred to the district's behavioral team for observation and recommendations for specific behavioral interventions. Students at this level are often placed on a behavioral intervention plan.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Spook Hill offers a variety of pre-school programs including VPK, Head Start, and ESE Pre-K. Spook Hill also collaborates with the Books Bridge bus to enhance the literacy skills of our pre-school students. Each spring, the school supports a Kindergarten Round-Up where current pre-school students are invited to spend time touring the kindergarten classrooms. In addition, Spook Hill supported (2) Kindergarten Readiness classrooms this summer to better prepare our incoming kindergarten students for academic and social emotional success.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$82,357.14
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1371 - Spook Hill Elementary School	UniSIG	1.0	\$58,554.40
			Notes: Other Certified Instructional Personnel - School based Academic Dean			
	5100	210	1371 - Spook Hill Elementary School	UniSIG		\$7,945.83
			Notes: Retirement - 13.57% - Academic Dean			
	5100	220	1371 - Spook Hill Elementary School	UniSIG		\$4,479.41
			Notes: Social Security -7.65% - Academic Dean			
	5100	231	1371 - Spook Hill Elementary School	UniSIG		\$11,028.00

			<i>Notes: Health and Hospitalization - Academic Dean</i>			
	5100	232	1371 - Spook Hill Elementary School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Academic Dean</i>			
	5100	240	1371 - Spook Hill Elementary School	UniSIG		\$327.90
			<i>Notes: Workers Compensation - .56% - Academic Dean</i>			
3	III.B.	Area of Focus: Instructional Practice: Intervention				\$174,410.72
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1371 - Spook Hill Elementary School	UniSIG	2.0	\$106,578.77
			<i>Notes: Other Certified Instructional Personnel - School based Reading & Math Interventionists who work with small groups of students in need of remediation</i>			
	5100	210	1371 - Spook Hill Elementary School	UniSIG		\$14,462.74
			<i>Notes: Retirement - 13.57% - Reading & Math Interventionists</i>			
	5100	220	1371 - Spook Hill Elementary School	UniSIG		\$8,153.28
			<i>Notes: Social Security y -7.65% -Reading & Math Interventionists</i>			
	5100	231	1371 - Spook Hill Elementary School	UniSIG		\$22,056.00
			<i>Notes: Health and Hospitalization - Reading & Math Interventionists</i>			
	5100	232	1371 - Spook Hill Elementary School	UniSIG		\$43.20
			<i>Notes: Life Insurance - Reading & Math Interventionists</i>			
	5100	240	1371 - Spook Hill Elementary School	UniSIG		\$596.84
			<i>Notes: Workers Compensation - .56% - Reading & Math Interventionists</i>			
	6400	160	1371 - Spook Hill Elementary School	UniSIG	0.24	\$16,198.28
			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			
	6400	210	1371 - Spook Hill Elementary School	UniSIG		\$2,286.41
			<i>Notes: Retirement - 13.57%</i>			
	6400	220	1371 - Spook Hill Elementary School	UniSIG		\$1,288.95
			<i>Notes: Social Security - 7.65%</i>			
	6400	231	1371 - Spook Hill Elementary School	UniSIG		\$2,646.72
			<i>Notes: Health and Hospitalization</i>			

	6400	232	1371 - Spook Hill Elementary School	UniSIG		\$5.18
			<i>Notes: Life Insurance</i>			
	6400	240	1371 - Spook Hill Elementary School	UniSIG		\$94.35
			<i>Notes: Workers Compensation .56%</i>			
Total:						\$256,767.86

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes