

Polk County Public Schools

# Sleepy Hill Elementary School



2017-18 School Improvement Plan

## Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

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

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2016-17 Title I School**

Yes

**2016-17 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2016-17 Minority Rate**  
(Reported as Non-white on Survey 2)

69%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Sleepy Hill Elementary School

DA Region and RED  
Southeast - Gayle Sitter

DA Category and Turnaround Status  
Not In DA - N/A

## I. Part I: Current School Status

### 1. School Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

As Explorers at Sleepy Hill Elementary, we will implement district curriculum to prepare all students to be full participants in the global community of the future. We will show respect, display healthy attitudes, explore responsibly, and always put safety first.

##### b. Provide the school's vision statement

At Sleepy Hill Elementary, it is our vision that a rigorous, relevant curriculum, enhanced by technology that will assure our students achieve skills necessary to succeed academically and become life-long learners. Consistent integration of technology throughout the academic day will promote our students to become self guided explorers of the vast amounts of information available at their fingertips. We will unite parents, faculty and community members to establish an atmosphere of mutual acceptance, ongoing interest in high levels of academic achievement, and a sense of community for all. The realization of this vision will allow our learning community to interface with technology for a more fulfilling exploration of their global world.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The student population at Sleepy Hill is very diverse and we believe by embracing this diversity we can develop strong relationships between teachers and students. Currently we employ five bilingual teachers and two bilingual ESOL paraeducators which enable us to develop relationships with the students and their families by bridging the communication gap and providing insight to cultural awareness. We also have a "Boys to Men" mentoring club which helps to develop leadership skills and confidence in our minority male students. Staff has also attended training on "Working with Diverse Parents" and "Engaging Families in Student Learning".

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Sleepy Hill Elementary School uses a school-wide positive behavioral support system in which positive support procedures are intended for all students and staff across the campus. The aim of this program is to create an environment that supports and reinforces positive behavior, which will lead to more effective time on task. Our school wide expectations are: show respect, healthy attitude, explore responsibly, and safety always. In addition, we are teaching our students the 7 Habits of Highly Effective People as part of our social skills development.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Tier 1 Curriculum and resources that will be used at Sleepy Hill to manage student behavior are: Positive Behavior Intervention/Support, The Leader in Me- 7 Habits of Highly Effective People, CHAMPs, and Class Dojo. We believe an effective classroom management plan prevents

misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

On site we have a school psychologist and a guidance counselor. In addition, we also have a social worker that specializes in bullying. These individuals, along with the administrative team mentor students throughout the school year. The guidance counselor also works with specific students on social skills and provides counseling with designated students. This year, we have also added a Behavior Interventionist who provides coaching to the teachers on how to establish and implement the Tier 1 behavior initiatives. The Behavior Interventionist also monitors and problem solves routines and procedures to ensure we have a safe and orderly learning environment. The district also provides mental health counseling and assistance with behavior analysts as needed.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Sleepy Hill Elementary's leadership team accesses and discusses the Early Warning Bulletin sent out by the district each month. The indicators that we look at are for students that are absent 10% or more of the days enrolled, over-age 2 or more years for the grade level, one or more suspensions, and students who have scored a Level 1 on the statewide, standardized assessments.

**b. Provide the following data related to the school's early warning system**

**1. 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	
Attendance below 90 percent	18	16	20	17	14	16	0	0	0	0	0	0	0	101
One or more suspensions	9	3	9	8	1	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	26	34	43	0	0	0	0	0	0	0	103

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	1	4	2	5	8	0	0	0	0	0	0	0	25

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Multi-Tiered System of Supports team meets regularly to discuss and plan for students that are identified by the early warning system. These students' data is monitored regularly at the MTSS meetings. Students that are identified by the early warning system for academics are given Tier 2 support and possible Tier 3. Daily differentiated small group instruction occurs in all classroom to help build student skills and improve academic performance.

## Part 1: Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Sleepy Hill Elementary encourages partnerships with all stakeholders. The School Advisory Council welcomes parents, business partners and community members to participate in helping to develop and monitor the School Improvement Plan. The Parent Teacher Organization works to create capacity building activities which encourage parents to become involved in their child's education. Sleepy Hill Elementary also actively seeks partnerships with local businesses to gain support and resources that will enhance the educational opportunities for student achievement.

## Part 2: Partnership

### 1. School Leadership Team

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Deal, Gregory	Principal
Walton, Melissa	Psychologist
Norquist, Brenda	Teacher, K-12
Jurnigan, Lacey	Instructional Coach
Kulcher, Lyndsy	Assistant Principal

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Leadership team meets weekly to analyze school data and use the information to drive decision making. Data comes from a variety of sources, including progress monitoring data and observations. The principal and assistant principal are primarily responsible for conducting daily classroom walk-throughs. Information from the walk-throughs are used to determine the professional development needed to build capacity within the teachers. Ms. Norquist serves as Reading Interventionists whose primary responsibility is to provide targeted interventions to struggling students using research based strategies. Ms. Jurnigan is the reading coach and her responsibility is to provide the professional



development and coaching needed to increase both teacher capacity and student achievement in the area of English Language Arts. Ms. Walton is responsible for gathering and disaggregating school data, especially, identifying and monitoring the bottom 25% to ensure they are making progress. Our guidance counselor assists with determining the best academic course for our students and to monitor their progress through MTSS.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

All instruction and resources are designed to support the teaching of the Florida Standards. The district has created learning maps that outline a pathway in which to teach the standards. Collaborative planning in both reading and math is conducted by the instructional coach weekly during which teachers plan using the curriculum maps and instructional resources. All resources must align with the Florida Standards. A process of collegial inquiry is used to determine what additional resources may be used, other than the ones provided by the district.

Additional resources can be purchased with Title I funds and are inventoried by the Title I facilitator to ensure resources are properly accounted for throughout the school.

The Parent Involvement Resource Center (PIRC) is onsite to provide parents a place to seek homework assistance for their child, check out resources, and learn strategies to support reading at home.

Title II funds will be used to provide a differentiation training to teachers. This PD will be beneficial to teachers since Tier 2 and Tier 3 instruction has been identified as a barrier.

Tutoring will be provided for our ESOL students using Title III funds. This tutoring opportunity provides the students an extended school day to work toward mastery of the standards.

ESE services are provided in a variety of settings including, self-contained, resource services, and inclusive services. The least restrictive environment is identified through the IEP process. ESE services are provided primarily by the classroom teachers through differentiation to meet the needs and goals as identified on their IEP. Funds are available for the ESE department if additional resources are needed.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brenda Norquist	Teacher
Mark Winchester	Business/Community
Melissa Walton	Education Support Employee
Casey Norquist	Parent
Marielys Garcia	Education Support Employee
Nellie Ocasio	Teacher
	Student
Carelon Pickett	Parent
Rosa Solis	Parent
Gregory Deal	Principal
Lyndsy Kulcher	Principal

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC reviews the prior year's plan, testing data, and AMO goals for the current school year to evaluate goals and strategies. Suggestions are reviewed and added when appropriate.

*b. Development of this school improvement plan*

The SAC determines school improvement priorities, assists in the writing of and publicizes the school improvement plan, supports school improvement plan implementation and evaluates the school improvement plan. The committee revisits the plan throughout the year at each meeting to discuss if progress is being made toward the goals.

*c. Preparation of the school's annual budget and plan*

The SAC decides on expenditure of district lottery funds, school recognition funds, and reviews the school's Title One budget.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The SAC voted to use \$2250 of our \$3404 Parent Involvement Title One funds to purchase an agenda planners for each student to increase home/school communication. They also agreed that the \$1154 remaining funds would be spent on parent night supplies including food and supplies for make and take projects. This year, SAC will help in the decision on how to spend our school recognition money.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**