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Park Elementary School

327 E PALMETTO ST, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~pes/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Park Elementary's mission statement is: "Purposely Empowering Success."

Provide the school's vision statement.

Park Elementary's vision statement is: "Go Near and Far Leading Wherever You Are."

School Leadership Team

Membership

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

Name	Title
Moesching, Megan	Assistant Principal
Conner, Carey	Principal
Free, Stacie	Teacher, PreK
Rodriguez, LaCae	Instructional Coach
Pantoja, Maricarmen	Instructional Coach
Laye, Summer	Instructional Technology
Barbour, Jennifer	Teacher, K-12
Messer, Karen	Teacher, K-12
Jahna, Adriana	Teacher, K-12
Grice, Eydee	School Counselor
Freeland, Jenna	Teacher, K-12
Hendrick-Robles, Nikki	Teacher, K-12
Brown, Krystal	Teacher, K-12

Duties

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

Administration - participate on the curriculum leadership team, attend weekly grade level planning meetings, facilitate monthly leadership meetings

and provides input and guidance on curriculum resources, data and scheduling

Technology Resource Teachers - provides professional development and teacher support with technology

Instructional Coaches - provide professional development, mentor new teachers, provide instructional support and provide resources needed for interventions

Guidance- Supports academics by ensuring students have proper accommodations per IEP and 504 plans

Classroom Teacher - participate on the curriculum leadership team, facilitates weekly grade level planning meetings, serve as a liaison for their team

Early Warning Systems

Year 2017-18

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	14	7	7	7	8	5	0	0	0	0	0	0	0	48
One or more suspensions	7	4	1	6	4	8	0	0	0	0	0	0	0	30
Course failure in ELA or Math	51	19	18	16	10	34	0	0	0	0	0	0	0	148
Level 1 on statewide assessment	0	0	0	36	50	55	0	0	0	0	0	0	0	141

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	0	1	10	11	25	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	22	17	6	3	1	0	0	0	0	0	0	0	0	49
Retained Students: Previous Year(s)	6	12	4	3	3	0	0	0	0	0	0	0	0	28

Date this data was collected

Wednesday 8/15/2018

Year 2016-17 - As Reported

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	14	14	13	6	9	10	0	0	0	0	0	0	0	66
One or more suspensions	9	6	3	12	4	10	0	0	0	0	0	0	0	44
Course failure in ELA or Math	11	15	8	7	3	0	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	26	37	25	0	0	0	0	0	0	0	88

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	2	2	1	6	3	6	0	0	0	0	0	0	0	20

Year 2016-17 - Updated

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	14	14	13	6	9	10	0	0	0	0	0	0	0	66
One or more suspensions	9	6	3	12	4	10	0	0	0	0	0	0	0	44
Course failure in ELA or Math	11	15	8	7	3	0	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	26	37	25	0	0	0	0	0	0	0	88

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	2	2	1	6	3	6	0	0	0	0	0	0	0	20

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the lowest 25% in math. No.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline from the prior year is the lowest 25% in math.

Which data component had the biggest gap when compared to the state average?

Math Learning gains had a gap of 17% between our school and the state.

Which data component showed the most improvement? Is this a trend?

4th grade ELA achievement improved 4%. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

Students were targeted based on prior year FSA scores in ELA and given appropriate differentiated instruction to meet proficiency in 4th grade ELA.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	48%	56%	37%	47%	52%
ELA Learning Gains	44%	48%	55%	47%	51%	52%
ELA Lowest 25th Percentile	41%	40%	48%	44%	48%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	47%	58%	62%	44%	55%	58%
Math Learning Gains	42%	50%	59%	43%	51%	58%
Math Lowest 25th Percentile	35%	35%	47%	40%	42%	46%
Science Achievement	45%	52%	55%	36%	42%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (14)	7 (14)	7 (13)	7 (6)	8 (9)	5 (10)	48 (66)
One or more suspensions	7 (9)	4 (6)	1 (3)	6 (12)	4 (4)	8 (10)	30 (44)
Course failure in ELA or Math	51 (11)	19 (15)	18 (8)	16 (7)	10 (3)	34 (0)	148 (44)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (26)	50 (37)	55 (25)	141 (88)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	48%	-3%	57%	-12%
	2017	46%	48%	-2%	58%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	43%	45%	-2%	56%	-13%
	2017	39%	51%	-12%	56%	-17%
Same Grade Comparison		4%				
Cohort Comparison		-3%				
05	2018	38%	47%	-9%	55%	-17%
	2017	45%	47%	-2%	53%	-8%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	61%	-4%	62%	-5%
	2017	59%	60%	-1%	62%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	42%	53%	-11%	62%	-20%
	2017	51%	60%	-9%	64%	-13%
Same Grade Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-17%				
05	2018	38%	52%	-14%	61%	-23%
	2017	48%	49%	-1%	57%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	50%	-5%	55%	-10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	15	13	14	18	17	9				
ELL	24	44		34	31						
BLK	33	29		33	43						
HSP	37	48	57	43	40	32	38				
WHT	53	47		59	47	27	60				
FRL	39	42	41	44	40	36	41				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	38	46	23	42	33					
ELL	23	39	54	54	68	60					
BLK	28	40		44	47		18				
HSP	40	43	48	52	50	50	50				
WHT	49	53		61	47		73				
FRL	38	46	51	50	49	48	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Attendance

Rationale We have 48 students who have missed 10% or more days of school. If students are not at school in their classrooms they are not receiving instruction.

Intended Outcome Over the 2018-2019 school year we will decrease the number of students missing 10% or more of school by 10% from the previous year.

Point Person Megan Moesching (moeschim@highlands.k12.fl.us)

Action Step

Description Students receive a ticket each week for perfect attendance for the week. At the end of a four week period any student with 3 tickets may participate in a special event and/or receive an award. The tickets will be used for a drawing for parents and the winning ticket will receive a Wal Mart gift card. This incentive targets attendance for students while motivating parents to get their children to school.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description We will review attendance monthly during the SARC meetings, the team will work with families in need.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

Activity #2

Title Discipline

Rationale Last year referrals increased from the prior year by 26% and the intended outcome was to decrease by 20%.

Intended Outcome Park Elementary will decrease discipline referrals by 30% by May 2019.

Point Person Nikki McGee (mcgeen@highlands.k12.fl.us)

Action Step

POW! is how we are recognizing our positive leaders daily. Students will place their POW ticket in their grade-level bucket in the office each day, then drawings will be held weekly on the morning announcement. This year there will be a paradigm shift from rewarding a student for a good behavior to recognizing students who follow expectations.

Description We will continue to implement our school-wide PBIS system with a kickoff and refresher at the beginning of the 18-19 school year. There will be 9 week celebrations to recognize students who have no misconducts or referrals.

We will also have a mentoring program for students who are repeat offenders in regards to discipline referrals. Selected students will meet with their mentor multiple times per week to be proactive in mitigating the behavior. Along with the mentors we will have a Kindness Corner where students are encouraged to be kind to one another.

Person Responsible Nikki McGee (mcgeen@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description We will be tracking percentage of students without referrals and days in a row without a referral. This data will be displayed on a bulletin board on campus.

Person Responsible Nikki McGee (mcgeen@highlands.k12.fl.us)

Activity #3

Title ELA

Rationale Based on school grade data from FSA all of our ELA domains remained the same or dropped from 2017 to 2018. We were also below both district and state averages in all categories for ELA.

Intended Outcome Students will be 57% proficient in ELA FSA (3-5) and iReady (K-2) by May 2019.

Point Person LaCae Rodriguez (rodrigul1@highlands.k12.fl.us)

Action Step

Description We will be implementing the PLC model for planning. Teachers will plan bi-weekly (K-3) and weekly (4-5) as a team using data to drive their instruction for ELA. FSA ELA data from 2017-2018 will be used to create targeted groups of students for small group explicit instruction to achieve proficiency and meet targeted learning gains. During the targeted instruction we will be adding extra lessons to students iReady paths in order to target grade-level standards.

Person Responsible Carey Conner (connerc@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description During the PLC model we will be monitoring specific data tied to each standard/test specification to ensure instruction is meeting the needs of all students. Administrators and coaches will be in classrooms daily/weekly to monitor effective instruction using IPGs and walk-thru tools. We will use the data from these walk-thrus to facilitate coaching cycles.

Person Responsible Carey Conner (connerc@highlands.k12.fl.us)

Activity #4

Title Math

Rationale Based on school grade data from FSA all of our math domains significantly dropped from the previous school year. We were also drastically below both district and state averages in all categories for math.

Intended Outcome Students will be 57% proficient in math FSA (3-5) and iReady (K-2) by May 2019.

Point Person Maricarmen Pantoja (pantojam@highlands.k12.fl.us)

Action Step

Description We will be implementing the PLC model for planning. Teachers will plan bi-weekly (K-3) and weekly (4-5) as a team using data to drive their instruction for math. FSA math data from 2017-2018 will be used to create targeted groups of students for small group explicit instruction to achieve proficiency and meet targeted learning gains. During the targeted instruction we will be adding extra lessons to students iReady paths in order to target grade-level standards.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description During the PLC model we will be monitoring specific data tied to each standard/test specification to ensure instruction is meeting the needs of all students. Administrators and coaches will be in classrooms daily/weekly to monitor effective instruction using IPGs and walk-thru tools. We will use the data from these walk-thrus to facilitate coaching cycles.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

Activity #5	
Title	Science
Rationale	Science proficiency dropped 7% from the 16-17 school year to the 17-18 school year. Compared to both the district and state we were below in proficiency.
Intended Outcome	5th grade students will achieve 55% proficiency on the state assessment in May 2019.
Point Person	Megan Moesching (moeschim@highlands.k12.fl.us)
Action Step	
Description	We will be implementing monthly PLC planning in 5th grade. Teachers will plan for science as a team using data to drive their instruction for science. Teachers will attend professional development on the new science curriculum in order to best implement the curriculum. We will also implement FSA Coach books to teach test taking strategies and target test specifications.
Person Responsible	Megan Moesching (moeschim@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	During the PLC model we will be monitoring specific data tied to each standard/test specification to ensure instruction is meeting the needs of all students. Administrators and coaches will be in classrooms daily/weekly to monitor effective instruction using IPGs and walk-thru tools. We will use the data from these walk-thrus to facilitate coaching cycles.
Person Responsible	Megan Moesching (moeschim@highlands.k12.fl.us)
Activity #6	
Title	Math Lowest Quartile
Rationale	Our math lowest quartile dropped 12% from the 2016-2017 school year to the 2017-2018 school year. This drop was the largest out of all of the domains.
Intended Outcome	Students in the math lowest quartile learning gains will reach 51% as measured by the FSA mathematics assessment in May 2019.
Point Person	Megan Moesching (moeschim@highlands.k12.fl.us)
Action Step	
Description	Students in the lowest quartile for math will be identified and targeted for instruction. Teachers as well as the administrative staff will know these students and how many points they need to make a gain. We will use prescriptive small group instruction 2-3 days a week along with supplemental curriculum to ensure students meet their targeted learning gain.
Person Responsible	Carey Conner (connerc@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Students will be given progress monitoring assessments to track their growth. We will also discuss these students progress weekly during PLC data chats and planning and adjust their instructional plan as needed.
Person Responsible	Carey Conner (connerc@highlands.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Park Elementary provides several avenues for parents to be involved with our school. Listed below are several activities we provide in order us to build positive relationships, as well as keep parent informed of their child's academic progress.

Back to School Orientation: August 7, 2018
Parent Leadership Team Meetings: September thru May meetings are held every other month.
Automated Phone System: August 2018 thru May 2019
School Newsletters/Website: Monthly
MTSS Meetings: August 2018-May 2019
Parent Conference Night: October 2018
Family Movie Night: Fall/Spring
Jingle Bell Run: December 2018
Parent Conference Night: April 2019
Teacher Websites: On going SY 2018-19
Awards Day: Oct. 2018, Dec. 2018, March 2019, May 2019
5th Grade Celebration: May 2019
1st Grade Turkey Trot: November 2018
1st Grade Grandparents Day: September 2018
Thanksgiving Meal: November 2018
Holiday Meal: December 2018
Pre-K Parent End of Year Celebration & Awards: May 2019
Dads Take Your to School Day: September 26, 2018

Each grade level will sponsor an in-school parent involvement activity twice a year. We are also providing Parent Tool Box monthly to provide parents with tools and resources to assist students at home.

PFEP Link

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

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.

Park Elementary ensures the social-emotional needs of all students are being met by providing monthly class meetings focused on social-emotional skills, providing a Bullying Box to allow for anonymous reporting of Bullying, and a buddy class system for the purpose of mentoring. We also implement Check In/Check Out systems for students who utilize point sheets for daily one-on-one adult contact.

Students are referred to Guidance Counselor, Mental Health Therapist or Social Worker for counseling needs. She provides counseling or connects families to community services such as the Children's Advocacy Center as an additional resources.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Park Elementary provides a Pre-K Migrant program that provides services to 3 - 4 year old children. The Migrant liaison assists families in registering and obtaining information concerning entrance into Kindergarten. The Handicap Pre-K classrooms also provide services to 3 - 4 year old children. Staffing Specialists assists these families in obtaining information concerning entrance into Kindergarten.

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.

In order to address the effectiveness of our core instruction, the MTSS team meets regularly to discuss academic growth of students individually/make instructional decisions. Members meet more frequently to discuss individual student needs (Tier 3). Teachers, Instructional Coaches and Administration meet to discuss small group instruction and the effectiveness of interventions taking place in the classroom.

Title I, Part A will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also a source for implementing the requirements of NCLB which have been waived by the FLDOE's waiver.

Title I, Part C Migrant will provide services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, provide health/guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement/education is an integral part of the Migrant Program.

Title II provides teacher professional development/supports all teachers/paraprofessionals to be highly qualified.

Title III supports activities to assist students becoming proficient in English, supports teacher professional development in ELL strategies/parent involvement/education.

Title VI, Part B provides for our Career Academy at SFSC giving students vocational opportunities and academic education.

Title X Homeless provides resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free/appropriate education (FAPE).

SAI funds will be coordinated with Title I funds to provide summer school for FCAT Level 1 readers.

Nutrition Programs provide federal Free/Reduced lunch programs/free breakfast for all students. Snack is also provided for after school care/after school tutoring programs. Summer food programs are provided at various school sites/community locations.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

Total:	\$0.00
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