

Bay District Schools

Hiland Park Elementary School



2016-17 Schoolwide Improvement Plan

Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	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 Bay 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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.

2016-17 DA Category and Statuses for Hiland Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Learning Together
Empowering Others
Achieving Goals
Discovering Our Potential

b. Provide the school's vision statement.

Student learning is our main priority at Hiland Park and is the primary focus of all decisions impacting the work of the school.

We believe that each student is a valued individual with unique physical, social, emotional, and intellectual needs and that these needs should be met through all educational, social, and technological services available.

We believe that students at Hiland Park should be led to recognize their rights and responsibilities to our democratic society. Each child has the right to be respected, to develop his/her self-worth, and the responsibility to respect the rights of others.

We believe that teachers, administrators, parents, and the community share the responsibility for the school's success. We will provide safe and comfortable classrooms where students are motivated with purposeful and engaging instruction. We desire collaboration between colleagues, classrooms, and grade levels. Students, teachers, parents and community members will work together to provide needed social skills and to reach each student's achievement goals.

2. School Environment

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

Hiland Park Elementary School's (HPES) minority, economically disadvantaged, Exceptional Education Student (ESE) and English Speakers of Other Language (E.S.O.L.) student populations have increased over the past 5 years. In order, to meet the academic needs of all students we have implemented the ESE Inclusion model at every grade level, increasing the percentage of Exceptional Students participating in the least restrictive environment. In addition, E.S.O.L. certified teachers at every grade level. The entire faculty has engaged in rigorous professional development to enhance its knowledge and understanding of Hiland Park's diverse student population. Teachers and students are encouraged to celebrate their culture through classroom and school wide events. Many grade levels incorporate multicultural studies with various holiday celebrations. Our Special Area teachers incorporate cultural celebrations in their classrooms and special programs.

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

The Hiland Park Elementary campus is maintained by a full-time custodian, three part time employees and the Bay District Maintenance staff. All of these work in conjunction to maintain a safe, clean and healthy environment for staff and students. Procedures are in place for teachers to report cleaning and maintenance needs to appropriate staff members. HPES Administrators collaborate with

the District Safety and Security Officers to review school policies and procedures to ensure the well-being of everyone on our campus. The HPES Safety Plan is readily available and reviewed annually with all staff members. Emergency drills, such as fire evacuations, severe weather and mock lock downs, are routinely conducted and evaluated. Administrators, teachers, paraprofessionals and student Safety Patrolmen are located in all drop-off areas, morning waiting areas and hallways to greet students and provide supervision in the mornings.

All visitors must check in at the front office before proceeding onto campus. Visitors will be screened using the Bay District School RAPTOR security program. Visitors must present a valid driver's license or other government-issued photo identification card. No exceptions will be made. Upon RAPTOR approval, all visitors will receive a visitor's badge that must be worn while on campus. Visitors in the building or on campus without a pass will be escorted to the office. For the safety of the students, the building will be secured during the school day. Entrance is only through the main office doors at the south end of the building by the Baldwin Road parking lot.

Volunteers are always welcome at Hiland Park Elementary School. All volunteers must check in at the main office before proceeding on campus. In order to keep our students safe, all volunteers MUST fill out a School Volunteer Application Form and have a background check using our RAPTOR System. This process must be completed prior to volunteering on campus or chaperoning field trips. Volunteers must present a valid driver's license or other government-issued photo identification card. When volunteering in the classroom, plan ahead with the teacher.

Hiland Park maintains a safe and efficient dismissal system to ensure that all students exit campus and arrive home safely. Teachers assist with loading students on the proper school or daycare bus each afternoon. Car dismissal procedures are communicated with parents and students and enforced consistently. A pick-up tag program is in place to assist in identifying individuals who have permission to pick up each student.

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.

Hiland Park Elementary is a Leader in Me school. We use the Stephen Covey 8 Habits as a foundation for our school-wide behavioral expectations. In addition we use Class Dojo school wide to communicate daily progress with parents. Students earn points for positive behavioral choices to qualify for frequent classroom rewards and school-wide monthly events. Expectations are taught and posted throughout the campus (classrooms, media center, cafeteria, gym, hallways, etc.) and reviewed on our daily ITV program. Minor classroom infractions are managed by teachers with classroom intervention steps. When a student does not correct his or her behavior or the incident escalates to a major infraction an office referral is entered into the FOCUS student data program, an administrator meets with the student, decides on the appropriate disciplinary action and a parent is contacted. In an effort to decrease out of school suspensions we employ a paraprofessional part-time to run our in-school suspension program.

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.

HPES provides support for the physical, social and emotional needs of our students. We partner with local churches and community programs to provide school supplies, food and clothing to our families in need. Guidance counselors and our Parent Liaison provide lists of community resources to our families and regularly meet with parents to discuss individual needs. Character education and bullying prevention are integrated into the school curriculum. The school nurse helps coordinate the health needs of our students as well as annual health screenings. Guidance counselors collaborate with district resource teachers, classroom teachers and the school psychologist to administer various screenings as needed for individual students. HPES provides services that support the counseling, assessment, referral and educational needs of our students. Using the MTSS process, staff identifies

student needs and designs differentiated instruction and/or interventions to support the learning of all students. Students receive support through specialized programs such as gifted, speech and language therapy, special education and ESOL. The staff collaborates to discuss coordination and implementation of services. Efficiency of services are regularly evaluated to identify new strategies or resources as needed.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Hiland Park utilizes the FOCUS data system to identify students who have attendance, behavioral or academic concerns. Guidance and / or administration run data reports using FOCUS monthly to monitor attendance, suspensions and grades of all the students. Child Study Team meetings are scheduled as appropriate and strategies are implemented based on individual student needs.

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	22	26	21	18	26	13	0	0	0	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	5	5	3	4	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	11	18	33	0	0	0	0	0	0	0	62

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	0	1	0	2	7	7	0	0	0	0	0	0	0	17

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

Collaborative team meetings and data chats, consisting of teachers, leadership and guidance counselors are held monthly. Agenda items include discussions concerning students' backgrounds, abilities, skill deficits, behaviors and areas of need as determined by data analysis. Data is used to drive decision making, both at the administrative and classroom levels. Intervention specialists, as well as our guidance department, track student performance across the years. ENRICH and FOCUS databases are readily accessible to teachers so they can easily monitor student performance. Administration examines all student data quarterly for progress and growth via assessment meetings. Grade level and MTSS teams review data to determine if current instructional strategies are effective and prescribe strategies for individual student needs. Parents are included and encouraged to actively participate in all decisions pertaining to their child.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

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.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306611>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school's parent liaison helps to build bonds and relationships with local business partners and various community organizations, such as local churches (Hiland Park Baptist Church, Lynn Haven United Methodist) and youth organizations (Scouting, Junior Achievement). We are a Leader in Me school and implement the Watch D.O.G.S.(Dads of great students) program to encourage parent and community involvement. The school hosts various events throughout the year and encourages local members of the community to actively participate in these events (PBIS big events, celebrity readers, classroom guest lecturers, fall festival, parent open house, orientations for students, and awards ceremonies).

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Woodward, Rhonda	Principal
Baggett, Melanie	Teacher, K-12
Simonson, Denise	Other
Frowert, Lora	Assistant Principal
Graham, Kayley	Teacher, K-12
Black, Renee	Teacher, K-12
Brown, Timothy	Teacher, K-12
Six, Honor	Teacher, K-12
faircim@bay.k12.fl.us, Jennifer	Teacher, K-12
Satter, Jessica	Psychologist
Yeats, Vicki	Other
Pitts, Angela	Other
Spencer, Michelle	Instructional Coach
Scurlock, Amanda	Instructional Coach

b. Duties

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

The Multi-Tiered Systems of Support Leadership Team (M.T.S.S). team meets monthly. The team's primary focus is to review on-going classroom assessment data, FSA, MAP, and diagnostic data as well as other universal screening data to match interventions to student needs and stakeholder accountability.

Denise Simonson is the school based, M.T.S.S Intervention Teacher. She supports teachers and students throughout the implementation of M.T.S.S. She schedules the Tier III interventions and trains paraprofessionals to administer them as necessary.. Ms. Simonson regularly shares information with administrators, district M.T.S.S. resource teachers, and classroom teachers. She provides professional development to faculty and staff based on their area of need; attends School Based Leadership Meetings as available. She assists with data analysis and development of intervention plans. In addition, she periodically reviews M.T.S.S data entry for teacher compliance and effectiveness in Enrich and FOCUS by classroom teachers.

Jessica Satter is our School Psychologist- She participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Angela Pitts and Vicki Yeats (Speech and Language Pathologists)- Educate the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Max Beauchamp and Judy Smith (Guidance Counselors) –Assist teachers in the collection and presentation of student data, suggest Tier II and Tier III interventions, assist teachers in the communication between school and home regarding educational and behavioral issues. Provide

quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral, and social success.

Rhonda Woodward and Lora Frowert (Administrators) - Provide a common vision for the use of data-based decision-making, ensure the school-based team is implementing M.T.S.S, ensure implementation of intervention support and documentation, ensure adequate professional development to support M.T.S.S implementation, and communicate with parents regarding school-based M.T.S.S plans and activities.

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.

The M.T.S.S team meets monthly with all teachers to analyze student data. Teachers present progress monitoring data to the team and discuss intervention success or make a change is needed. During these meetings resources are leveraged to support the intervention process.

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/ assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is \$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Allen	Teacher
Jeff Woodward	Business/Community
Ann Wing	Parent
Melannie Lewis	Parent
Mason Brown	Teacher
Wendy Taylor	Education Support Employee
Jaclyn McNeal	Parent
Renee Black	Teacher
Angela Pitts	Parent
Kim Smith	Teacher
Connie Williams	Parent
Wandi Blanco	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council assists in the development of the school improvement plan by reviewing the draft, providing feedback and approving the final revisions. The members of the School Advisory Council reviewed student achievement data three times a year. After analyzing the data presented at each meeting they provide suggestions and strategies for continuous improvement.

b. Development of this school improvement plan

The SAC assist in the creation, implementation and monitoring or the school improvement plan. This includes a review of relevant data, identification of areas of concern, development of improvement

strategies, monitoring implementation of strategies and making adjustments throughout the year based on data.

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

The SAC was presented with the proposed school and Title 1 Budget and given an opportunity to provide input and suggestions prior to the finalization of each budget. The SAC reviewed, updated and approved the Hiland Park narrative during the budget process.

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

\$2,893 was allocated for School Advisory Council

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)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
faircim@bay.k12.fl.us, Jennifer	Teacher, K-12
Henderson, Melanie	Teacher, K-12
Woodward, Rhonda	Principal
Robbins, Wanda	Teacher, K-12
Redmon, Pam	Teacher, K-12
Musser, Teresa	Teacher, K-12
Frowert, Lora	Assistant Principal
Ukazim, LaTarsha	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) meets periodically with the district ELA Coach to review data, programs and research based strategies to assist all students. Team members present grade specific information and concerns at the LLT meetings and then share the information from the LLT meetings with their grade level teams. Literacy Leadership team members serve as mentors for new and / or struggling teachers offering assistance in lesson planning, small group instructions and modeling lessons.

The Team will:

- Review school wide, grade level and individual student data
- Use data to determine whether or not SIP strategies are working and plan the next steps
- Work with grade level Professional Learning communities (PLC's) to ensure the curriculum being delivered is rigorous and is based on the state standards.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teachers participate in grade level Professional Learning Communities (PLC's) where they create common assessments, analyze student data and work collaboratively on lesson plans. In addition, the master schedule has been arranged to provide a common planning time daily for the grade level PLC's and allow teachers share computer lab times and are able to pull small groups for remedial instruction throughout the week.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Hiland Park actively recruits new talent through local college programs for new teachers. All new hires are reviewed to ensure they meet the Highly Qualified status at the district. Grade Chairs are provided to assist/mentor new teachers. Professional development opportunities will be provided in the areas of need. New teachers will participate in Bay District's New Teacher induction program.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Currently we have 6 new teachers on staff. They have been assigned to a mentor on their grade level and at the district level. Administration meets with the teachers monthly to discuss concerns and provide feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school's adopted core curriculum for all subject areas is aligned to the Florida Standards. In addition Bay District Schools has developed and made readily available on their website core curriculum and pacing guides that are aligned to the standards. Teachers work together in Professional Learning Communities (P.L.C.) throughout the year to unpack the Florida Standards and plan standards based instruction and assessments. In addition, teachers' grade books align to the standards, further emphasizing and communicating the knowledge and understanding of the standards as they relate to each assignment. P.L.C.s then meet to analyze common classroom assessment data to drive standards based instruction. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Hiland Park's S.L.T., M.T.S.S. and grade level P.L.C.'s meet on a regularly scheduled basis to make decisions about classroom instruction. Student data is analyzed and compared to each grade level's expectations based on the Florida Standards. Instructional approaches are varied to include whole group, small group and one on one instruction according to the individual student's needs. Grade level P.L.C.'s meet twice a week to create standards based common assessments for each core subject area using B.D.S. curriculum guides. They create item analysis spreadsheets and compare student scores to identify students' strengths and weaknesses. Teachers design interventions and extensions to use as they perfect their own practice. Grades 2-5 have a 30 minute computer lab daily, with two teachers sharing the lab. Kindergarten and 1st grade have computer lab every other day.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Woodward, Rhonda, woodwrr@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

The Pre-K teachers and kindergarten teachers work closely throughout the year. During the last quarter, Pre-K teachers implement strategies to prepare the students for the transition to kindergarten. Kindergarten teachers work with Pre-K instructors to provide ideas for summer activities to maintain skills learned.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By identifying and addressing the academic and behavior needs of our students the number of students achieving mastery of standards will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By identifying and addressing the academic and behavior needs of our students the number of students achieving mastery of standards will increase. 1a

G083585

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
Math Gains	49.0
Math Lowest 25% Gains	36.0
FSA ELA Achievement	47.0
ELA/Reading Gains	47.0
ELA/Reading Lowest 25% Gains	41.0
Statewide Science Assessment Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Teacher Capacity and Student Ownership

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS
- Item Specifications
- Curriculum Guides (YAG)
- District Instructional Coaches
- Exam View Software for creating Common Assessment/Curriculum Assessments
- Learning by Doing, DuFour
- Title 1 Intervention Teacher
- The Leader in Me

Plan to Monitor Progress Toward G1. 8

DP's aligned to SIP

Person Responsible

Rhonda Woodward

Schedule

Semiannually, from 8/8/2016 to 6/6/2017

Evidence of Completion

Teacher's classroom data and documentation to support the DP strategies.

Plan to Monitor Progress Toward G1. 8

Data Chats

Person Responsible

Rhonda Woodward

Schedule

Quarterly, from 8/8/2016 to 8/8/2016

Evidence of Completion

report card grades, SM9, MAP, FOCUS behavior data

Plan to Monitor Progress Toward G1. 8

Grade level PLC's

Person Responsible

Rhonda Woodward

Schedule

Monthly, from 6/6/2016 to 6/6/2017

Evidence of Completion

Grade level PLC's will meet with administration, review and discuss common formative assessment item analysis

Plan to Monitor Progress Toward G1. 8

Classroom teachers will implement Science and S.T.E.M. instruction daily

Person Responsible

Lora Frowert

Schedule

On 6/6/2017


Evidence of Completion

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By identifying and addressing the academic and behavior needs of our students the number of students achieving mastery of standards will increase. **1**

 G083585

G1.B1 Teacher Capacity and Student Ownership **2**

 B221803

G1.B1.S1 Continue Implementation of grade level PLCs **4**

 S234024

Strategy Rationale

Collegial conversations among teachers will improve content knowledge and instructional practices

Action Step 1 **5**

Teachers will improve student academic and behavioral performance by analyzing student data to identify level of performance and planning instruction.

Person Responsible

Rhonda Woodward

Schedule

Weekly, from 8/8/2016 to 6/6/2017

Evidence of Completion

PLC meeting notes, item analysis, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Participate in teacher PLC meetings

Person Responsible

Rhonda Woodward

Schedule

Weekly, from 8/8/2016 to 6/6/2017

Evidence of Completion

PLC minutes, student grades, item analysis

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor student achievement data

Person Responsible

Rhonda Woodward

Schedule

Daily, from 8/8/2016 to 6/6/2017

Evidence of Completion

MAP data, classroom grades, MTSS progress monitoring, FSA

G1.B1.S2 Use of instructional coaches 4

S234025

Strategy Rationale

Instructional coaches will deliver valuable professional development and assist teachers in the content areas

Action Step 1 5

Utilize district instructional coaches to guide teachers in improving instruction.

Person Responsible

Rhonda Woodward

Schedule

Monthly, from 8/8/2016 to 6/6/2017

Evidence of Completion

lesson plans, Administrator observation, coaching cycle documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Meet with instructional coaches

Person Responsible

Rhonda Woodward

Schedule

Monthly, from 8/8/2016 to 6/6/2017

Evidence of Completion

Google calendar, meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor teacher performance

Person Responsible

Rhonda Woodward

Schedule

Quarterly, from 8/8/2016 to 6/6/2017

Evidence of Completion

Teacher evaluation / observation data

G1.B1.S3 Implementation of Common Formative Assessments 4

 S234026

Strategy Rationale

Common Formative Assessments will assist in early identification of students' levels of performance in relation to mastery of standards.

Action Step 1 5

PLCs will use data analysis from a minimum of one Common Formative Assessment per priority standard to guide instruction.

Person Responsible

Rhonda Woodward

Schedule

Weekly, from 8/8/2016 to 6/6/2017

Evidence of Completion

data analysis sheets, PLC minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Meet with school leadership team

Person Responsible

Rhonda Woodward

Schedule

Monthly, from 8/8/2016 to 6/6/2017

Evidence of Completion

minutes and agenda for SLT meetings, MTSS data, D/F report, student grades, data analysis sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor student data

Person Responsible

Rhonda Woodward

Schedule

Evidence of Completion

SLT meeting minutes, PLC minutes, formative data analysis sheets, classroom grades, MAP, FSA,

G1.B1.S4 School wide implementation of The Leader in Me **4**

 S234027

Strategy Rationale

Improve student ownership of learning and behavior

Action Step 1 **5**

Implement The Leader in Me school wide

Person Responsible

Lora Frowert

Schedule

Daily, from 8/8/2016 to 6/6/2017

Evidence of Completion

lesson plans, observations, student leadership notebooks, behavior data

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Observation of teachers and students

Person Responsible

Lora Frowert

Schedule

Daily, from 8/8/2016 to 6/6/2017

Evidence of Completion

attendance of LIM training, lesson plans, behavior data, leadership notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor student behavior data

Person Responsible

Lora Frowert

Schedule

Daily, from 8/8/2016 to 6/6/2017

Evidence of Completion

FOCUS behavior data, Class Dojo, leadership notebooks, MTSS behavior data, climate survey

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S3.MA1 M305159	Monitor student data	Woodward, Rhonda	8/8/2016	SLT meeting minutes, PLC minutes, formative data analysis sheets, classroom grades, MAP, FSA,	No End Date every-3-weeks
G1.MA2 M305164	Data Chats	Woodward, Rhonda	8/8/2016	report card grades, SM9, MAP, FOCUS behavior data	8/8/2016 quarterly
G1.MA1 M305163	DP's aligned to SIP	Woodward, Rhonda	8/8/2016	Teacher's classroom data and documentation to support the DP strategies.	6/6/2017 semiannually
G1.MA3 M305165	Grade level PLC's	Woodward, Rhonda	6/6/2016	Grade level PLC's will meet with administration, review and discuss common formative assessment item analysis	6/6/2017 monthly
G1.MA4 M305166	Classroom teachers will implement Science and S.T.E.M. instruction daily	Frowert, Lora	8/8/2016		6/6/2017 one-time
G1.B1.S1.MA1 M305155	Monitor student achievement data	Woodward, Rhonda	8/8/2016	MAP data, classroom grades, MTSS progress monitoring, FSA	6/6/2017 daily
G1.B1.S1.MA1 M305156	Participate in teacher PLC meetings	Woodward, Rhonda	8/8/2016	PLC minutes, student grades, item analysis	6/6/2017 weekly
G1.B1.S1.A1 A300716	Teachers will improve student academic and behavioral performance by analyzing student data to...	Woodward, Rhonda	8/8/2016	PLC meeting notes, item analysis, lesson plans	6/6/2017 weekly
G1.B1.S2.MA1 M305157	Monitor teacher performance	Woodward, Rhonda	8/8/2016	Teacher evaluation / observation data	6/6/2017 quarterly
G1.B1.S2.MA1 M305158	Meet with instructional coaches	Woodward, Rhonda	8/8/2016	Google calendar, meeting notes	6/6/2017 monthly
G1.B1.S2.A1 A300717	Utilize district instructional coaches to guide teachers in improving instruction.	Woodward, Rhonda	8/8/2016	lesson plans, Administrator observation, coaching cycle documentation	6/6/2017 monthly
G1.B1.S3.MA1 M305160	Meet with school leadership team	Woodward, Rhonda	8/8/2016	minutes and agenda for SLT meetings, MTSS data, D/F report, student grades, data analysis sheets	6/6/2017 monthly
G1.B1.S3.A1 A300718	PLCs will use data analysis from a minimum of one Common Formative Assessment per priority standard...	Woodward, Rhonda	8/8/2016	data analysis sheets, PLC minutes, lesson plans	6/6/2017 weekly
G1.B1.S4.MA1 M305161	Monitor student behavior data	Frowert, Lora	8/8/2016	FOCUS behavior data, Class Dojo, leadership notebooks, MTSS behavior data, climate survey	6/6/2017 daily
G1.B1.S4.MA1 M305162	Observation of teachers and students	Frowert, Lora	8/8/2016	attendance of LIM training, lesson plans, behavior data, leadership notebooks	6/6/2017 daily
G1.B1.S4.A1 A300719	Implement The Leader in Me school wide	Frowert, Lora	8/8/2016	lesson plans, observations, student leadership notebooks, behavior data	6/6/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By identifying and addressing the academic and behavior needs of our students the number of students achieving mastery of standards will increase.

G1.B1 Teacher Capacity and Student Ownership

G1.B1.S1 Continue Implementation of grade level PLCs

PD Opportunity 1

Teachers will improve student academic and behavioral performance by analyzing student data to identify level of performance and planning instruction.

Facilitator

Rhonda Woodward

Participants

all teachers

Schedule

Weekly, from 8/8/2016 to 6/6/2017

G1.B1.S2 Use of instructional coaches

PD Opportunity 1

Utilize district instructional coaches to guide teachers in improving instruction.

Facilitator

Rhonda Woodward

Participants

All Teachers

Schedule

Monthly, from 8/8/2016 to 6/6/2017

G1.B1.S4 School wide implementation of The Leader in Me

PD Opportunity 1

Implement The Leader in Me school wide

Facilitator

The Leader in Me Consultants

Participants

All Staff

Schedule

Daily, from 8/8/2016 to 6/6/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will improve student academic and behavioral performance by analyzing student data to identify level of performance and planning instruction.				\$10,565.74
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0151 - Hiland Park Elementary School	Title I, Part A	0.0	\$6,273.00
			<i>Notes: Professional Development stipends for "The Leader in Me Training" Spring 2017.</i>			
	5100	510-Supplies	0151 - Hiland Park Elementary School	Title I, Part A		\$1,726.00
			<i>Notes: MISC Instructional materials</i>			
	6150	120-Classroom Teachers	0151 - Hiland Park Elementary School	Title I, Part A		\$2,566.74
			<i>Notes: Stipends for Teachers to conduct, Parent / Teacher Conferences</i>			
2	G1.B1.S2.A1	Utilize district instructional coaches to guide teachers in improving instruction.				\$66,975.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0151 - Hiland Park Elementary School	Title I, Part A	1.0	\$66,975.00
			<i>Notes: Denise Simonson MTSS Intervention Teacher annual salary</i>			
3	G1.B1.S3.A1	PLCs will use data analysis from a minimum of one Common Formative Assessment per priority standard to guide instruction.				\$61,868.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0151 - Hiland Park Elementary School	Title I, Part A	3.83	\$61,868.00
			<i>Notes: (5) Paraprofessionals to support classroom instruction and interventions.</i>			
4	G1.B1.S4.A1	Implement The Leader in Me school wide				\$5,118.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	100-Salaries	0151 - Hiland Park Elementary School	Title I, Part A	0.02	\$5,118.00
			<i>Notes: Summer hours for Lora Frowert Assistant Administrator</i>			
Total:						\$144,526.74