

Lake Wales Charter Schools

Hillcrest Elementary School



2017-18 Schoolwide Improvement Plan

Hillcrest Elementary School

1051 STATE ROAD 60 E, Lake Wales, FL 33853

<http://lwcharterschools.com/hillcrest>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	49%

School Grades History

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

**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

N/A

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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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 Hillcrest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Hillcrest Hawks will learn, create, communicate, cooperate, explore and soar to their highest potential. Hawks will leave the nest seeking the adventure of life-long learning.

b. Provide the school's vision statement.

Hillcrest Elementary will strive to build a culture where students feel loved while acquiring a passion for learning. Hawks will soar as they discover their individuality while achieving their dreams and goals, excelling beyond their expectations!

2. School Environment

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

Hillcrest Elementary has each student complete a charter school application and home language survey to determine the student's ethnicity and/or native language. Hillcrest Elementary conducts two orientations during the preplanning week. Throughout the year, Hillcrest Elementary hosts family nights, hold parent conferences, conducts home visits, and communicates with the students and families through agendas and their Google Education App.

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

Hillcrest Elementary has established school-wide expectations and safety standards using the Positive Behavior Support Plan and PAX initiative. Each student follows and signs the Polk County School Code of Conduct. Every classroom implements the Lake Wales Charter School Safety Manual with fidelity. Staff members are placed throughout the school to supervise students before, during, and after school.

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.

Hillcrest Elementary has established school-wide expectations and safety standards using the Positive Behavior Support Plan and PAX initiative. Our Positive Behavior Support plan is our tier one support for all of our students. Students earn hawk bucks to shop at the school store. Student's names are submitted once a month to be entered into a drawing for demonstrating positive behavior. Within the classrooms, teachers and support staff implement the PAX initiative from John Hopkins University. The students earn a positive reward for staying on task for a specific amount of time. Social skills are promoted through PAX by writing positive messages between students, parents, and teachers.

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.

Hillcrest Elementary provides a tiered system of intervention to meet the social-emotional needs of all of our students. The first tier is implementing the school-wide Positive Behavior Support plan.

Students who need additional support are moved towards tier two or tier three depending on their individual needs. Tier two consists of small group counseling and behavior charts. In addition to the small group counseling, behavior motivation and social skill building groups are provided to improve peer socialization. Tier three is individualized but consists of functional behavior assessments, behavior intervention plans, and referrals to outside community agencies. All students and families have access to our school's social worker, referral coordinator, and school psychologist.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Our attendance is checked weekly. Parents are notified of attendance issues and conferences with administration are requested. Home visits are made by the administrative team and charter office personnel if found necessary.

Students who receive one or more suspensions have their parents contacted for a parental support conference.

Struggling students are invited to attend our after school tutoring program. These students are also placed if necessary in the Multi Tiered Support System (MTSS).

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	14	14	4	15	6	15	0	0	0	0	0	0	0	68
One or more suspensions	3	3	0	2	4	1	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	2	2	5	1	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	32	57	34	0	0	0	0	0	0	0	123

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	3	0	0	0	0	0	0	0	0	0	0	0	3

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

Hillcrest provides various intervention strategies. Tier 1 students receive extra support through our supplemental programs, such as SuccessMaker, AR, and TenMarks. Tier 2 students receive differentiated small group instruction for reading and math. Tier 3 students are eligible to receive all of the appropriate services described in Tier 1 and Tier 2. In addition, our Tier 3 students receive specific goals for individualized weaknesses. The grade level works together to problem solve in order to increase student achievement.

Attendance intervention strategies: Weekly attendance reports to determine who has missed 3 or more days of school. Our attendance committee consists of administrators, social worker, school secretary, and terminal operator work together to monitor the attendance. Letters are sent to parents of students with 3 or more accumulated absences. Parent conferences are set up for students who

reach 10 or more accumulated absences. In an effort to reach parents and develop an attendance intervention plan to address absences and support families, the attendance committee develops attendance contracts, conducts parent conferences, locates local resources to assist families, and conduct home visits.

To increase student achievement frequent professional development, modeling and collaborative opportunities will be available for teachers to engage in best practices for instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/457399>.

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.

Hillcrest Elementary builds and sustains partnerships with the First Baptist Church in Lake Wales. The church offers tutoring at their facility and provides school supplies at the beginning of the year. Church members provide backpacks of food each week for our families in need. Local business, families, and private donors donate services, supplies, and funding to help beautify our campus and assist with meeting curriculum needs. Many of these volunteers work with our students in efforts to provide and promote student success.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Barrow, Jennifer	Principal
Padgett, Stacie	Assistant Principal
Borders, Elizabeth	Instructional Coach
Powell, Anna	Instructional Coach
Griffiths, Kim	Instructional Coach
Finnell, Deann	Instructional Coach
Bearden, Kimberly	Instructional Technology

b. Duties

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

The PS/RTI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/RTI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- * Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- * Refers teachers to design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- * Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- * Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also fosters a sense of collegiality and mutual support among educators. Promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

The PS/RTI Leadership Team met with the School Advisory Council (SAC) and administration to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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 Principal provides a common vision for the use of data-based decision –making, models of the Problem Solving Process; supervises the development of a strong infrastructure for implementation of

PS/RTI; ensures that the school-based team is implementing PS/RTI; conducts assessment of PS/RTI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RTI implementation; develops a culture of expectation with the school staff for the implementation of PS/RTI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RTI plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RTI, further assists the principal in the assessment of PS/RTI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RTI plans and activities.

General Education Teachers: – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in gathering of student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Academic Intervention Facilitator, Curriculum Specialist and Resource Team and Intermediate Support/Curriculum Coordinator: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

PS/RTI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Title I, Part A

Title I, Part A, funds school-wide services to Hillcrest Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, may include but not limited to support to provide after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Hillcrest Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

N/A

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Hillcrest Elementary are used to purchase but not limited to Beginning Teacher Program and various professional needs at the individual school.

Title III

The LEA which include Hillcrest Elementary will work together to provide such services as but not limited to: parent building capacity events, translation of documents, use of the T.A.L.K. System, and etc.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Polk County's grant. This is the final year of their competitive grant and Hillcrest Elementary will receive services under Polk County's direction.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying and drug awareness.

Nutrition Programs

Hillcrest Elementary is providing free breakfast and lunch to all students through the grant provided to the elementary schools in the Lake Wales Charter School system.

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training
N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Barrow	Principal
Stacie Padgett	Education Support Employee
Jessica Kirkland	Teacher
Patricia Martinez	Education Support Employee
Vonemely Collazo	Education Support Employee
Rosemary Mickel-Wright	Education Support Employee
Sonja Loydd	Education Support Employee
Barbara Ramos	Parent
Rebekah Rogers	Parent
Donna Porteous	Parent
Alyson Dort	Parent
Martha Durrance	Parent
Martha Herring	Parent
Rebecca Buskirk	Business/Community
Frances Villanueva	Parent
	Student

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Hillcrest Elementary provides the opportunity for SAC members to review, evaluate, and approve last year's school improvement plan. Every SAC member is provided a copy of the school improvement plan for ongoing review and discuss at each SAC meeting.

b. Development of this school improvement plan

All SAC members are encouraged and invited to be involved in the writing and planning of the annual School Improvement Plan.

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

Our administration reviews the annual budget at a SAC meeting. The SAC members are invited to provide suggestions and feedback during any SAC meeting. Hillcrest Elementary consistently operates in the black. Money is consistently added to our reserve.

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

N/A

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
Barrow, Jennifer	Principal
Padgett, Stacie	Assistant Principal
Borders, Elizabeth	Instructional Coach
Powell, Anna	Instructional Coach
Griffiths, Kim	Instructional Coach
Finnell, Deann	Teacher, K-12

b. Duties

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

Ongoing meetings in order to implement strategies to address the needs identified by our state assessments according to most recent data. To monitor the student progress and make individual academic and instructional adjustments to address the needs of students. We use AR schoolwide to promote literacy within our school.

D. Public and Collaborative Teaching

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

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

Each grade level has weekly collaborative planning meetings. We also have monthly staff meetings and bi-monthly grade level meetings with administration for instructional planning and support. Hillcrest Elementary uses Pinnacle to promote collaboration while writing lesson plan. The teams use Oncourse to create documents for instruction.

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

Anytime Hillcrest Elementary advertises an open position our goal is to always recruit and hire only in-field and highly qualified teachers. The principal and assistant principal are the gatekeepers of this process.

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

The Assistant Principal is charged with the task of creating and monitoring a fluid beginning teacher program to include assignment of mentor teachers, a calendar of requirements and meetings for the year, observations/conferences & feedback session dates, and all beginning teachers also attend the Lake Wales Charter Schools TIP (Teacher Induction Program) monthly with fellow beginning teachers in our Charter School System.

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.

Hillcrest Elementary aligns the core curriculum to each specific standard by creating a format to ensure that each Florida Standard is being taught in every grade during the school year. The materials are selected to ensure each student has a rigorous level of instruction to meet the criteria established by the Florida Department of Education and the content limitations of the Florida Standards Assessment. Finally, our materials and core instructional programs have been approved through the Florida state adopted resource list.

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.

Hillcrest Elementary analyzes data based on the assessments given to make adjustments with small group instruction, curriculum needs, and offer before, during, and after school remediation or acceleration. Students who have difficulty attaining the proficient or advanced level on the state assessments are provided with remediation opportunities throughout the school day. Resource teachers are available to provide support to meet the diverse needs of the students.

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: After School Program

Minutes added to school year: 3,180

Hillcrest Elementary offers a before and after school tutoring program for students who need extra support. Our historical data shows that the rationale for this program is both needed and successful. Students participate with enrichment opportunities that include the Academic Team, Chess Club, Archery, and additional opportunities throughout the year. Our teachers meet with their grade levels weekly to collaborate and plan for instruction and to meet the students diverse needs. Hillcrest Elementary provides numerous professional development opportunities throughout the year.

Strategy Rationale

Our rationale for providing core academic instruction, enrichment, and teacher collaboration, planning, and professional development is to increase student achievement and teacher performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Barrow, Jennifer, jennifer.barrow@lwcharterschools.com

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

Data is collected in two different ways. The first collection is the student's ongoing progress monitoring data and the second collection is the pre and post assessment given and analyzed by the teacher tutor to guide and promote high quality lessons.

Strategy: Before School Program

Minutes added to school year: 2,670

Hillcrest Elementary offers a before school tutoring program for students who need extra support. Our historical data shows that the rationale for this program is both needed and successful.

Strategy Rationale

Our rationale for providing core academic instruction is to increase student achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Barrow, Jennifer, jennifer.barrow@lwcharterschools.com

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

Data is collected by the student's previous years ongoing progress monitoring data and FCAT scores (if available).

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Hillcrest plans to assist preschool children in the transition from early childhood programs to local elementary school programs. The local pre-schools bring their students to visit kindergarten classrooms in the spring. All incoming kindergarten students are given an assessment before they are placed in classrooms to help determine kindergarten readiness. On campus VPK and School Readiness Pre-K programs are also given an orientation of the kindergarten classrooms. A support group has been formed through the Lake Wales Charter School Superintendent's office to work with all Lake Wales community daycares to bridge the gap for school readiness among the incoming kindergartners. A kindergarten support program has also been implemented that funds the endeavors of preschool transition. Current or Planned Programs to assist preschoolers:

*Two weeks prior to school startup, the Kindergarten Resource Teacher with the assistance of four classroom teachers, delivers a program to all Hillcrest Preschoolers.

*Attendance is voluntary but encouraged.

*During a period of two four-day weeks, 2 hours per day, the teachers prepare the student for transition.

*The assessment tool used is created by the kindergarten staff and the objectives for this activity include:

*The students will be able to: recognize his/her name in print; develop an awareness that print contains a message

*Demonstrate good listening skills

*Communicate ideas and needs in an appropriate way

*Handle books appropriately

*Learn appropriate uses of class materials; share space and materials

*Participate in group activities; practice one-to-one correspondence, and develop social skills with

peers. Parents will become familiar with the school campus, understand report cards and the grading system, and gain an understanding of the School Handbook as well as The Code of Conduct as a result of this two week program. This program is evaluated each year by the individuals involved as well as by the grant given. The Kindergarten Resource Teacher is also available to assist preschool students with low readiness issues.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Hillcrest will raise the school grade to a B.

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. Hillcrest will raise the school grade to a B. 1a

G098293

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- Students are using below grade level vocabulary when completing assignments involving speaking, writing, reading, and listening skills.
- There are several new or beginning teachers teaching reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading, Writing, and Science Resource Staff will implement our core curriculum programs with fidelity: Grades K-2: Superkids, AIMS, Science Weekly, Science 4Us Grades 3-5: Ready Gen, Science Coach, Boot Camp, AIMS, Science Weekly, Science 4 US
- Reading, Writing, Science Resource Staff will conduct professional development on lesson planning and reflecting.
- Reading, Writing, and Science Resource Staff will conduct professional development to increase teacher knowledge of components of core curriculum programs. The reading resource team will have consultations with representatives from the textbook companies.
- New core reading curriculum will increase exposure of informational text, appropriate text complexity, and writing opportunities.
- Variety of Science Supplemental Materials
- Parent Volunteers to emphasize Accelerated Reader
- Increase professional development opportunities

Plan to Monitor Progress Toward G1. 8

Teacher Lesson Plans; Progress on teacher created assessments for Writing, Progress Monitoring for Science with NWEA Maps

Person Responsible

Jennifer Barrow

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Growth of student performance and NWEA MAPs for Science, Reading, and Math

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

 = Problem Solving Step  S123456 = Quick Key


G1. Hillcrest will raise the school grade to a B. 1

 G098293

G1.B1 Students are using below grade level vocabulary when completing assignments involving speaking, writing, reading, and listening skills. 2

 B264425

G1.B1.S1 Classroom teachers will attend professional developments, grade level meetings, and department meetings with the support of the Resource Staff. 4

 S280112

Strategy Rationale

Teachers need to use the programs with fidelity. The resource staff will support teachers at lesson planning, in the classroom through modeling, and provide feedback when needed through administration.

Action Step 1 5

Classroom walk-throughs
Documentation in lessons plans

Person Responsible

Jennifer Barrow

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Check lessons plans weekly Documentation in data notebook Observational checklists

Action Step 2 5

Grade Level Meetings & Teacher Planning

Person Responsible

Kim Griffiths

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agenda, Handouts, and/or Meeting Notes

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

I-Observation

Sign in Sheets from data chats, Grade Level Meeting Notes

Person Responsible

Jennifer Barrow

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

I-Observation results Records of sign in sheets

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

I-Observation

Sign in Sheets from data chats

Person Responsible

Jennifer Barrow

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

I-Observation results Records of sign in sheets

G1.B1.S2 Students will use journaling to apply new vocabulary knowledge for all core subject areas. 4

 S280113

Strategy Rationale

Teachers will emphasize this through their interactive notebooks and writing assignments and/or research assignments.

Action Step 1 5

Classroom Walk Throughs

Person Responsible

Jennifer Barrow

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Review observation results with the teachers

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

Lesson Plan Checks

Person Responsible

Stacie Padgett

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans will be checked weekly to verify assignments are designed to ensure teachers are prepared to provide this for the students.

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

Grade Reports

Person Responsible

Stacie Padgett

Schedule

Weekly, from 8/14/2017 to 5/25/2018


Evidence of Completion

Grades will be used to evaluate the effectiveness of the classroom instruction with the students.

G1.B2 There are several new or beginning teachers teaching reading. 2

 B264426

G1.B2.S1 To offer support and guidance the assistant principal will meet with the beginning and/or new teachers monthly. Each beginning teacher will be provided a peer teacher to be given weekly and/or daily support. 4

 S280114

Strategy Rationale

To provide a support and guidance for all the beginning and new teacher. This will also address all the beginning teacher competencies.

Action Step 1 5

New and/or Beginning Teacher Training

Person Responsible

Stacie Padgett

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas; Observations; Lesson Plans; Student Results

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Agendas; Observations; Lesson Plans; Student Results

Person Responsible

Stacie Padgett

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas; Observations; Lesson Plans; Student Results

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monthly meetings will be addressed to give specific resources for low performing areas

Person Responsible

Stacie Padgett












Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas and Handouts from Monthly Meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M408777	Teacher Lesson Plans; Progress on teacher created assessments for Writing, Progress Monitoring for...	Barrow, Jennifer	8/14/2017	Growth of student performance and NWEA MAPs for Science, Reading, and Math	5/25/2018 monthly
G1.B1.S1.MA1  M408769	I-Observation Sign in Sheets from data chats	Barrow, Jennifer	8/14/2017	I-Observation results Records of sign in sheets	5/25/2018 weekly
G1.B1.S1.MA1  M408770	I-Observation Sign in Sheets from data chats, Grade Level Meeting Notes	Barrow, Jennifer	8/14/2017	I-Observation results Records of sign in sheets	5/25/2018 weekly
G1.B1.S1.A1  A377673	Classroom walk-throughs Documentation in lessons plans	Barrow, Jennifer	8/14/2017	Check lessons plans weekly Documentation in data notebook Observational checklists	5/25/2018 weekly
G1.B1.S1.A2  A377674	Grade Level Meetings & Teacher Planning	Griffiths, Kim	8/14/2017	Agenda, Handouts, and/or Meeting Notes	5/25/2018 weekly
G1.B2.S1.MA1  M408773	Monthly meetings will be addressed to give specific resources for low performing areas	Padgett, Stacie	8/14/2017	Agendas and Handouts from Monthly Meetings	5/25/2018 monthly
G1.B2.S1.MA1  M408774	Agendas; Observations; Lesson Plans; Student Results	Padgett, Stacie	8/14/2017	Agendas; Observations; Lesson Plans; Student Results	5/25/2018 monthly
G1.B2.S1.A1  A377676	New and/or Beginning Teacher Training	Padgett, Stacie	8/14/2017	Agendas; Observations; Lesson Plans; Student Results	5/25/2018 monthly
G1.B1.S2.MA1  M408771	Grade Reports	Padgett, Stacie	8/14/2017	Grades will be used to evaluate the effectiveness of the classroom instruction with the students.	5/25/2018 weekly
G1.B1.S2.MA1  M408772	Lesson Plan Checks	Padgett, Stacie	8/14/2017	Lesson plans will be checked weekly to verify assignments are designed to ensure teachers are prepared to provide this for the students.	5/25/2018 weekly
G1.B1.S2.A1  A377675	Classroom Walk Throughs	Barrow, Jennifer	8/14/2017	Review observation results with the teachers	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. Hillcrest will raise the school grade to a B.

G1.B2 There are several new or beginning teachers teaching reading.

G1.B2.S1 To offer support and guidance the assistant principal will meet with the beginning and/or new teachers monthly. Each beginning teacher will be provided a peer teacher to be given weekly and/or daily support.

PD Opportunity 1

New and/or Beginning Teacher Training

Facilitator

Stacie Padgett

Participants

Beginning and/or new teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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	Classroom walk-throughs Documentation in lessons plans				\$0.00
2	G1.B1.S1.A2	Grade Level Meetings & Teacher Planning				\$282,202.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	1361 - Hillcrest Elementary School	General Fund		\$131,713.00
			Notes: Curriculum Specialist (40%), Science Resource,			
	2110	100-Salaries	1361 - Hillcrest Elementary School	Title I, Part A		\$150,489.00
			Notes: Curriculum Specialist (60%), Math Resource			
3	G1.B1.S2.A1	Classroom Walk Throughs				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	120-Classroom Teachers	1361 - Hillcrest Elementary School	General Fund		\$60,000.00
			Notes: ReadyGen Teacher Training & Materials -18649.76 Acaletics Teacher Training & Materials -28887.85 Superkids Teacher Training & Materials-41423.93			
4	G1.B2.S1.A1	New and/or Beginning Teacher Training				\$0.00
					Total:	\$342,202.00