

Hardee County Schools

# Hilltop Elementary School



2017-18 Schoolwide Improvement Plan

## Hilltop Elementary School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

[www.hardee.k12.fl.us/hilltop\\_elementary](http://www.hardee.k12.fl.us/hilltop_elementary)

### 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	No	80%

### School Grades History

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

*\*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 was approved by the Hardee County School Board on 11/16/2017.

### 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 Hilltop 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.

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

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

The vision of Hilltop Elementary School is to create Pride among students and staff by being Positive, Respectful, Independent and Dedicated learners through high Expectations.

#### 2. School Environment

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

1. School questionnaires help our staff and school learn more about students and their culture. Parent/teacher conferences are one of the most effective means of building relationships not only with our students, but their families as well. Parent nights and special events such as our Fall Festival, provides families and staff an opportunity to build relationships as well!

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

Hilltop's faculty and staff are dedicated to ensuring the safety for our students. The facility has secure gates during school hours that keep intruders out as well as allow our students to move around our campus as needed without fear. In the mornings, we have teachers and paras posted throughout the campus to assist students that may need help as we monitor hallways in an effort to keep everyone safe. Likewise, in the afternoons, teachers and paras are on duty to ensure student safety no matter how they are traveling home. At the car pick-up area, staff open the doors, seek out students that have not heard their name called, and encourage students to walk to their vehicles. Interactions with our students are positive and students are always encouraged to do their best throughout the day.

Further, the school creates a safe environment by utilizing the Positive Behavior Support model for all students. Positive behavior is encouraged throughout the school. A safe environment is maintained by requiring all visitors to sign in at the front office.

Additionally, the school is adamant about the "No Bullying" policy that is adhered to in each area of the 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.

Classroom teachers have behavior plans in place. Teachers follow the behavioral plan established for their rooms. If a student is still not having success in the classroom, contact is made with the parent and afterwards, with administration if necessary. Administrators meet with teachers regarding any referral that is written and teachers show a record of their work with the student in an effort to correct a situation. Administrators then make contact with parents and follow through with any disciplinary

decision that was made.

The school wide behavior system that aids in minimizing distractions to keep students engaged includes communicating clear behavior expectations. Students at Hilltop know that they are expected to demonstrate PRIDE, which is an acronym for being P-Positive, R- Respectful, I-Independent learners, D-Dedicated, E- having high Expectations. At the end of each nine weeks, teachers choose two students from their class, whom have best demonstrated PRIDE. This award is something that students look forward to, and strive to obtain.

School wide procedures also include:

- o Be Positive
- o Be Prepared
- o Be Productive
- o Be Polite
- o Be Prompt

“Be the Lion’s Pride”.

**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.**

Within our classrooms, we may have a student that needs extra support academically, behaviorally, or emotionally. Teachers use many resources to meet individual student needs. For academic and behavioral concerns, students are monitored and worked with closely through the RtI process. If a student is experiencing emotional problems, students may receive counseling through our school psychologist or through our guidance counselor. We also use peer mentors within our classrooms to help build confidence in students that tend to be shy or uncertain.

Students are provided free breakfast, if they are interested. In addition, certain identified students are provided with backpacks containing food items to take care of them for the weekend.

### 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.**

Hilltop Elementary School utilized a comprehensive early warning system to identify at risk students. Student data is continually monitored for attendance, behavior, grades and increased achievement. When a student is identified as falling behind the on target threshold, parents are notified as well as a team at the school implements interventions to help the student in areas of need. Principal, Beverly Cornelius monitors attendance and behavior and student data, Guidance Counselor, Donna Parks monitors behavior and grades in ELA and Math, Literacy Coach, Tammy Miller monitors student data and instructional strategies.

**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	5	1	2	1	2	3	0	0	0	0	0	0	0	14
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	13	7	12	5	13	15	0	0	0	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	1	6	9	0	0	0	0	0	0	0	16

**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	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Teachers are continually reviewing data individually and as a grade level. Data chats are held after each benchmark to identify students that are at risk. A referral is made for Rti for students who are identified as at risk. Data is also reviewed at PLC meetings by each grade level. Attendance and punctuality is stressed by the teachers and administration. Conversations occur when students arrive late between administration and the parent. Morning announcements stress the importance of school attendance. Parent contact is made for students at risk.

**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 available at the school site.

**2. Description**

Schedule school events at a time convenient for most parents in order to attract a larger turn out. Parent PowerPoint presentations will be translated for non-English speaking parents. If handouts are given during conferences or grade-level parent events (i.e. Orientation and Data nights), a translated copy will be provided for non-English speaking parents. Every parent/teacher meeting will be provided with a translator for non-English speaking parents. All school notices will be translated into Spanish; this includes all teachers memos as well.

**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.**



To help build resources and support for our school from our community, we share project ideas with local businesses in an effort to get financial support. We also share information with the local paper of current events and positive things happening at Hilltop. Kindergarten teachers work closely with local daycares to ensure students are prepared for their first year of school. Teachers take opportunities to apply for funding through a variety of grants. Behavioral rewards, classroom libraries, as well as units to be taught in the classroom are some examples of how our teachers gain more support and in turn increase student achievement.

## 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
Cornelius, Beverly	Principal
Douglas, Chad	Instructional Coach
Dickey, Jessica	School Counselor

#### b. Duties

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

The team will meet monthly to engage in the following activities: Review IReady data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations; meet with the classroom teacher and parents to develop intervention plans for students; review monitoring data and intervention strategies for success.

##### **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.**

Baseline data: Florida Assessment Standards (FSA 3-5 Grade), Florida Comprehensive Assessment Test (FCAT Science 5th Grade), i-Ready District Benchmark Assessments (K-5)

#### Title I, Part A

Supplementary academic services are provided through after-school or summer school programs, an academic intervention resource teacher, and technology resources. Title I Part A, Title II, and the District collaborate in providing professional development, and funding Literacy Coaches. The District Data Coach and the Director of Student Academic Services/Assessment will also assist the school in the coordination of efforts to best serve the students of Hilltop Elementary School.

#### Title I, Part C- Migrant

The Migrant Coordinator and Migrant Advocate collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the overall educational experience.

#### Title II

These funds provide Professional Development for teachers, substitutes for release time for teachers, consultant travel, Professional Development stipends, extra duty for the Literacy Coach, and mentoring bonuses. Additionally, incentive bonuses for high performing administrators are funded by Title II. The District Director of Curriculum will also assist in providing guidance and support with the Professional Development process.

#### Title III

The District Data Coach and school site Literacy Coach will present Professional Development that addresses the unique needs of ELL/Migrant students.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funding pays for at least one teacher at each school to teach a remedial course (could be pull-out services), as well as extra-duty funding for teachers to teach after school and summer school.

#### Violence Prevention Programs

N/A

#### Nutrition Programs

The School Breakfast Program offers free breakfast for all students. Such meals play an important part in supporting student achievement, as well as teaching students the elements of good nutrition.

The National School Lunch Program offers free lunch for all students. Such meals play an important part in supporting student achievement, as well as teaching students the elements of good nutrition.

The Summer Food Service Program provides a no-cost breakfast and lunch to community children age 18 and younger.

#### Housing Programs

N/A

#### Head Start

Hilltop Elementary School provides assistance to locally Federally funded day care facilities by providing transition days. Kindergarten Round-Up is held each spring to provide information to the parents of children who will be entering kindergarten the following school year. Kindergarten teachers visit local day care facilities to inform parents of expectations at Hilltop Elementary School. These activities all help to ease the transition to school.

#### Adult Education

The District's Adult and Community Education Program provides instruction not only to those adults seeking a GED, but for those wanting to learn English as well. This is a vital service to our community, which has a large migrant population. Parents of students attending Hilltop Elementary School often attend these ELL classes in an effort to learn English, so that they may better help their children with homework and communicate with their teacher.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Beverly Cornelius	Principal
Amanda Abbott	Parent
Lorena Alfaro	Parent
Adilene Corona	Parent
Hilaria Cuevas	Parent
Christina Gallegos	Teacher
Bella Gomez	Parent
Paige McCoy	Parent
Angela Wandrey	Parent
Lisa Deanda	Parent
Sierra Noah	Parent
Anais Salgado	Parent
Maria Rodriguez	Parent
Holly Newman	Teacher
Angelica Badillo	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**

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*

*b. Development of this school improvement plan*

Involve parent representatives in the planning process for creating the school PIP and SIP for Hilltop Elementary through the SAC committee and through comments. Through the SAC meeting, parent representatives will be given the opportunity to provide input in the implementation of the PIP and SIP and in the expenditures for the Parent Involvement funds.

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

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

November "Making Literature Come Alive" Parent Night  
Spring Technology Fair Parent Night  
Purchase Book Sets for Classrooms  
Purchase materials for Parent Resources

##### **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
Cornelius, Beverly	Principal
Spires, Lisa	Teacher, K-12
Mason, Gretchen	Teacher, K-12
Gallegos, Cristina	Teacher, K-12
Douglas, Chad	Instructional Coach
Wiggins, Brittany	Teacher, K-12
Harden, Kris	Teacher, K-12
Crawford, Amanda	Teacher, K-12
Creed, Joni	Teacher, K-12
Shackelford, Jennifer	Instructional Media
Dickey, Jessica	School Counselor
Gunnore, Logan	Teacher, K-12

#### b. Duties

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

- Multi-Tiered System of Supports(MTSS)/Response to Instruction/Intervention(RtI) and Positive Behavior Supports(PBS) Implementation.
- Initiative to incorporate science and social studies curriculum into the reading/literacy block.
- Implementation of LAFS AND MAFS in K-5 grade levels.
- Writing will be integrated across the curriculum.

#### **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.**

Grade levels at Hilltop work together very closely. We monitor all of our students each week. We use our standards in planning out rigorous instruction and we focus on student data to help us group and instruct our students within our classrooms. In training's we also have the opportunity to work with other grade levels. Vertical planning allows us to prepare our students for the next grade level and also allows us to reflect on what we could do differently in the future.

Hilltop follows an open door policy for the administration. Weekly PLC's meeting at each grade level provide opportunities to discuss student achievement, policies, and upcoming events. Leadership meetings are held bimonthly for the purpose of discussing current issues and invite feedback for school plans.

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

The school principal works in cooperation with the direction of human resources to set up interviews through the school district website.

The school also traditionally utilizes an extremely successful mentoring program to ensure that all new teachers to Hilltop Elementary or the teaching profession are offered every possible opportunity to succeed through observations by administrators, and the literacy coach through collaboration on planning, curriculum, expectations and interventions.

Providing Relevant Professional Development to retain a high quality, Highly Qualified teaching staff.

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

The Literacy Coach will observe and offer feedback for the mentees. She will coach and model lessons for the mentees. The Literacy Coach will host mentee meetings to discuss feedback from observations and walk-through of evidence-based strategies observed. She will meet with the mentees to debrief and reflect on their observations and review the data collected from students performances. She will make sure all mentees are implementing state standards and monitoring progress of students in their classrooms.

## **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.***

FSA standards, high expectations and student data drive our instruction. Phonics is a huge focus in kindergarten and first in an effort to develop a strong foundation in our young students. In second grade, a shift is made from phonics to a strong reading foundation of being able to read, comprehend, and answer questions about a story. Each grade level builds on what was previously learned and every effort is made to close any gap between grade levels. Teachers use a variety of resources to help in instructional planning including iCPalms, Oncourse Learning.

One of the biggest goals that Hilltop staff strives to meet daily is to make sure that core instructional programs are aligned to Florida's standards. Reaching this goal requires a number of efforts. All instructional materials that are ordered by the school are first previewed and confirmed that they align before ordering. The district held several meetings for the purpose of developing pacing guides to ensure alignment with the new standards in math and language arts. The school has ordered numerous supplemental books and tools to assist teachers and staff in teaching the required standards to mastery level.

#### **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.***

Data driven instruction is a top priority at Hilltop Elementary. Data drives numerous aspects of our curriculum and assists in providing outlets in order to differentiate instruction in efforts to boost students to more advanced levels. Data is obtained through STAR testing, iReady, and Benchmarks. The data obtained from utilizing these resource is then analyzed by teachers and staff, who in turn use it to drive instruction. Students are not always lacking in the same areas. Each is unique in their

learning abilities. These programs and the data they provide allow teachers to assist students in the areas that they need the most support. From small group settings to reteaching a skill, data is a valuable tool that is essential to providing students with the best education possible. Modifying lessons is sometimes necessary to ensure that students understand the skill. For example, iReady is an online program that sets individual paths for students based on their need and level. If the teacher can see that student is struggling in a certain area, options are available to modify the lessons until the student reaches mastery in that skill.

**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:** 5,670

Students receive additional instruction in reading, math, science, and vocabulary through extra practice.

**Strategy Rationale**

To provide support for Tier 2 and Tier 3 students.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Cornelius, Beverly, bcornelius@hardee.k12.fl.us

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

Data is collected through activity logs/running records, RtI forms, and assessment data.

**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.**

Kindergarten Round-Up is held in the spring of each year to provide information to parents of students who will be starting kindergarten in the fall. Kindergarten teachers visit day cares to inform parents of the expectations of Kindergarten students at Hilltop Elementary. These activities are helpful in easing the transition to school.

The Hardee County VPK program was offered at Hilltop Elementary School in May through July. This program serviced four and five-year old students entering Kindergarten in August. This program is state funded and provides instruction to prepare students for Kindergarten.

The School District partners with the Early Learning Coalition to identify preschool students within Hardee who qualify for a program.

RCMA students are able to spend a day at Hilltop to experience a typical day of Kindergarten. During this experience, they tour the HES campus and enjoy lunch in the school cafeteria.

#### **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.**      The percentage of students making learning gains on the FSA Reading will increase from 54% to 60%.

## 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.** The percentage of students making learning gains on the FSA Reading will increase from 54% to 60%.

1a

G099193

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack vocabulary and background knowledge necessary for optimal reading success.
- Students struggle with fluency and stamina when faced with complex reading passages.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Classroom / Resource Teachers
- Literacy Coach
- Online Computer Programs (iReady Reading, AR Reading Program, Think Central, IXL, Spelling City)
- Supplement Material (books)

**Plan to Monitor Progress Toward G1.** 8

District Benchmark Data, Weekly Cold Reads Scores, Bi-weekly Fluency Performance,

**Person Responsible**

Beverly Cornelius

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Assessments (school, district and state)

## 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.** The percentage of students making learning gains on the FSA Reading will increase from 54% to 60%. **1**

 **G099193**

**G1.B1** Students lack vocabulary and background knowledge necessary for optimal reading success. **2**

 **B267049**

**G1.B1.S1** Teachers will provide quality content instruction using high yield strategies, hands-on experiences and rigorous project based learning. **4**

 **S282951**

### Strategy Rationale

Teaching vocabulary word attack strategies and building prior knowledge background will be implemented to insure students have a firm grasp of vocabulary and comprehension application.

### Action Step 1 **5**

Teachers will increase amount of rigor in core instruction.

#### Person Responsible

Beverly Cornelius

#### Schedule

Daily, from 8/14/2017 to 5/18/2018

#### Evidence of Completion

CWT, Lesson Plans, RtI Meetings, PLC Meetings, Data Chats, Teacher Observation, Trendline Data

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

Teaching strategies will be monitored and lessons will be monitored for alignment with standards

**Person Responsible**

Beverly Cornelius

**Schedule**

Daily, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

CWT, lesson plans, informal observations, student data, district benchmarks

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B2** Students struggle with fluency and stamina when faced with complex reading passages. **2**

 B267050

**G1.B2.S1** Teachers will manage and implement guided reading groups to provide challenging activities for students to demonstrate proficiency on district and state assessments. **4**

 S282952

**Strategy Rationale**

Teaching reading/writing strategies will be implemented to insure students have a firm grasp of vocabulary and comprehension application.

**Action Step 1** **5**

Teachers will manage and implement guided reading groups to provide challenging activities for students to demonstrate proficiency on district and state assessments

**Person Responsible**

Beverly Cornelius

**Schedule**

Weekly, from 8/14/2017 to 5/18/2018

***Evidence of Completion***

CWT, Lesson Plans, RtI Meetings, PLC Meetings, Data Chats, Teacher Observation, Trendline Data







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

**Person Responsible**

**Schedule**

***Evidence of Completion***

## 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.B1.S1.MA1  M414987	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M414989	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M414990	District Benchmark Data, Weekly Cold Reads Scores, Bi-weekly Fluency Performance,	Cornelius, Beverly	8/21/2017	Assessments (school, district and state)	5/18/2018 weekly
G1.B1.S1.MA1  M414988	Teaching strategies will be monitored and lessons will be monitored for alignment with standards	Cornelius, Beverly	8/21/2017	CWT, lesson plans, informal observations, student data, district benchmarks	5/18/2018 daily
G1.B1.S1.A1  A381763	Teachers will increase amount of rigor in core instruction.	Cornelius, Beverly	8/14/2017	CWT, Lesson Plans, Rtl Meetings, PLC Meetings, Data Chats, Teacher Observation, Trendline Data	5/18/2018 daily
G1.B2.S1.A1  A381764	Teachers will manage and implement guided reading groups to provide challenging activities for...	Cornelius, Beverly	8/14/2017	CWT, Lesson Plans, Rtl Meetings, PLC Meetings, Data Chats, Teacher Observation, Trendline Data	5/18/2018 weekly

## V. Professional Development Opportunities

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

## 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 increase amount of rigor in core instruction.	\$0.00
2	G1.B2.S1.A1	Teachers will manage and implement guided reading groups to provide challenging activities for students to demonstrate proficiency on district and state assessments	\$0.00
Total:			\$0.00