

Hillsborough County Public Schools

Henderson Hammock Charter School



2018-19 Schoolwide Improvement Plan

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Henderson Hammock Charter School

10322 HENDERSON RD, Tampa, FL 33625

www.hendersoncharter.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	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	Yes	85%

School Grades History

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

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission Statement:

As a HAWK I will:

Have ownership of my school and community
Achieve greatness by hard work, have a
Willingness to help others, show
Kindness to all, and
Stay focused on my goals

Provide the school's vision statement.

Vision:

To provide a safe and nurturing environment where
all can learn and find what makes each individual student
a leader within the school and community.

School Leadership Team

Membership

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

Name	Title
Shetter, Jami	Principal

Duties

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serve as Educational Leader of the School
Serve as a Chief Administrator of the School
Supervise and Develops Staff; Cultivate leadership in others
Communicate with Stakeholders
Shape the vision of success for all students within the CSUSA framework
Lead the team, including all stakeholders, on a journey to sustainable success through long-term planning with ongoing monitoring, support and measurable milestones.
Create a climate conducive to student success
Improve teacher practice through ongoing observations, coaching, feedback and support
Manage people, data and processes with the goal of school improvement
Professional Standards for Educational Leaders
Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student
Act ethically and according to professional CSUSA norms
Strive for equity of educational opportunity and culturally responsive practices

- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment
- Cultivate an inclusive, caring, and supportive school community
- Develop the professional capacity and practice of school personnel
- Foster a professional community of teachers and other professional staff
- Engage families and the community in meaningful, reciprocal, and mutually beneficial ways
- Manage school operations and resources
- Act as agents of continuous improvement

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected

Friday 10/26/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

In general Henderson Hammock saw a major decrease in our mathematics scores. Our students in 4th, 6th, and 7th grade saw the biggest decrease. We also saw a decrease in our math learning gains.

Which data component showed the greatest decline from prior year?

Henderson Hammock Charter School saw the biggest decrease in our math learning gains as our biggest decline from the previous year.

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

In both Math Learning Gains and Math Lowest 25% Percentile saw the biggest gap compare to the state average.

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

Our 8th grade math students showed the most improvement from the previous year to the current year. Our students improved from 23% to 41%

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

One of the biggest changes we had from the previous year to last year was consistency of the classroom teacher. Our teacher was focused on working with small group and individual student progress which helped the students improve their proficiency. We also created a specific push in schedule where teachers came in to help support students by small group and individual assistance.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	56%	59%	60%	56%	56%	55%
ELA Learning Gains	54%	56%	57%	61%	55%	54%
ELA Lowest 25th Percentile	44%	49%	52%	59%	50%	49%
Math Achievement	49%	57%	61%	54%	56%	56%
Math Learning Gains	42%	53%	58%	51%	55%	54%
Math Lowest 25th Percentile	36%	47%	52%	32%	47%	48%
Science Achievement	44%	51%	57%	40%	51%	52%
Social Studies Achievement	69%	79%	77%	63%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	53%	4%	57%	0%
	2017	70%	56%	14%	58%	12%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	57%	55%	2%	56%	1%
	2017	60%	54%	6%	56%	4%
Same Grade Comparison		-3%				
Cohort Comparison		-13%				
05	2018	57%	51%	6%	55%	2%
	2017	51%	52%	-1%	53%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		-3%				
06	2018	53%	52%	1%	52%	1%
	2017	50%	49%	1%	52%	-2%
Same Grade Comparison		3%				
Cohort Comparison		2%				
07	2018	49%	52%	-3%	51%	-2%
	2017	54%	54%	0%	52%	2%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				
08	2018	58%	54%	4%	58%	0%
	2017	65%	53%	12%	55%	10%
Same Grade Comparison		-7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	55%	-1%	62%	-8%
	2017	63%	54%	9%	62%	1%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	39%	57%	-18%	62%	-23%
	2017	77%	56%	21%	64%	13%
Same Grade Comparison		-38%				
Cohort Comparison		-24%				
05	2018	55%	54%	1%	61%	-6%
	2017	65%	53%	12%	57%	8%
Same Grade Comparison		-10%				
Cohort Comparison		-22%				
06	2018	18%	48%	-30%	52%	-34%
	2017	45%	47%	-2%	51%	-6%
Same Grade Comparison		-27%				
Cohort Comparison		-47%				
07	2018	59%	61%	-2%	54%	5%
	2017	23%	61%	-38%	53%	-30%
Same Grade Comparison		36%				
Cohort Comparison		14%				
08	2018	41%	29%	12%	45%	-4%
	2017	61%	28%	33%	46%	15%
Same Grade Comparison		-20%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	52%	-8%	55%	-11%
	2017					
Cohort Comparison						
08	2018	43%	48%	-5%	50%	-7%
	2017					
Cohort Comparison		43%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	65%	2%	71%	-4%
2017	70%	67%	3%	69%	1%
Compare		-3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	63%	5%	62%	6%
2017	85%	63%	22%	60%	25%
Compare		-17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	44	43	24	38	31	16	60			
ELL	41	52	55	37	38	33	33	54			
ASN	64			55							
BLK	43	60	59	27	36	45	20				
HSP	56	56	45	48	40	37	45	69	67		
MUL	68	47		47	47						
WHT	61	45	35	58	50	35	52	72	73		
FRL	51	53	44	44	40	33	39	68	54		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	41	39	26	44	38	21	33			
ELL	39	51	43	47	56	50	20	62			
BLK	47	58	50	37	44	42	47	50			
HSP	59	59	52	61	62	54	51	76	81		
MUL	63	63		67	68						
WHT	66	56	62	64	57	53	56	78			
FRL	56	58	53	56	59	55	48	71	69		

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Implementation of Leader in Me
Rationale	To implement the Leader in Me Program with fidelity to promote leadership with all students, staff, and parents and families.
Intended Outcome	By utilizing the Leader n Me Program students will be taking ownership of their education by setting goals, monitoring their progress with all subjects and teachers, families, and students will have ownership with the school.
Point Person	Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Action Step	
Description	Summer training on 7 Habits of Highly Effective People to training incoming teachers so that they can implement the 7 habits in their lives and learn more about them. Teachers will then be able to teach the 7 Habits to their students and implement habits in their classrooms.
Person Responsible	Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Fall training on 7 Habits - The training was Aligning Academics with the Leader in Me Program. Teachers learned about incorporating the 7 Habits within their lessons. They also learned the importance of goal setting.
Person Responsible	Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Activity #2	
Title	Middle School Math
Rationale	Increase proficiency, learning gains and learning gains in the lowest 25% in middle school math.
Intended Outcome	HHCS will be able to increase proficiency, learning gains and learning gains in the lowest 25% by purchasing new curriculum for middle school math and creating a flexible schedule with middle school math and creating a specific pull out plan for students.
Point Person	Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Action Step	
Description	New math series. The entire middle school adopted a new math series for this school year. We adopted Pearson Math. Teachers had a 6 hour training on the new textbook, textbook resources, and the online access.
Person Responsible	Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Plan to Monitor Effectiveness	
Description	During classroom walk-throughs leadership team will ensure math teachers are utilizing the new math series. Also, lesson plans will be check to ensure usage of new math textbook
Person Responsible	Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Activity #3

Title 5th and 8th Grade Science

Rationale Increase proficiency with 5th grade and middle school science.

Intended Outcome In order to increase our proficiency with 5th grade and middle school science we plan to implement a partnership with MOSI for them to come and do science experiments 14 weeks through the year, implement a block schedule in ms and 1 hour of instruction in 5th grade, and implement new science textbooks as a resource.

Point Person Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Action Step

Description New science series. The entire middle school and 5th grade adopted a new science series for this school year. We adopted Pearson Elevate. Teachers had a 8 hour training on the new textbook, textbook resources, and the online access.

Person Responsible Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description During classroom walk-throughs leadership team will ensure science teachers are utilizing the new science series. Also, lesson plans will be check to ensure usage of new science textbook

Person Responsible Jami Shetter (jami.shetter@sdhc.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Henderson Hammock works very hard to build positive relationships with all parents, families, and other community stakeholders. First and foremost, our goal is to provide a safe environment for all students and families. We also try to make communication with all stakeholders a priority. Weekly emails are sent to remind parents, families, and community members of all upcoming events. Monthly newsletters are also sent out. Teachers and staff are required to send reply emails within a 24 to 48 hours. Monthly PTO and SAC meetings are held to give information to parents and families. The school sponsors numerous events throughout the school year as well which are attended by parents, families and community members. Bilingual staff members are used to support Spanish speaking parents and families as well.

PFEP Link

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

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

Henderson Hammock Charter School is a part of the Franklin Covey, Leader in Me program. Withing the Leader in Me program, our school teaches the students the 7 Habits of Highly Effective People, and teaches students how to be come a leader within their school and community. The program also teaches students how to find their voice and express their interests and find things they would like to take ownership over within the school.

Within the Leader in Me program we do set up a mentoring program with our Middle School students and our elementary students. The middle school students will be assigned to a certain grade level and class to assist specific students within the class.

Henderson Hammock also has a Student Services Coordinator which works with students on social emotional needs. Dean and Student Services Coordinator has organized and implemented a mentor program for students in need of additional behavior support.

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

Henderson Hammock Charter School incorporates several opportunities to support students incoming and outgoing cohorts to support student transition. Incoming students that are entering the school for Kindergarten have opportunities to come into the school over the summer to be tested to find out which level of support is needed for coming into Kindergarten. Students that are struggling can come in for two weeks before school to participate in our Kindergarten Preparation class.

Students that are transitioning from 5th grade to middle school do have opportunities to meet with and work with middle school teachers and students to learn more about what it is like as a middle school student. Students will also learn more during our Middle School Orientation over the summer.

Students that are transitioning to high school will be able to participate in our School of Choice Night that is held at the school each year. Student learn about different specialized high school programs that they can participate in.

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.

At the end and beginning of each year, schools take an inventory of resources, including materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and

engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP) o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

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

Henderson Hammock focuses students on career and college preparedness. Teachers and staff continually work on goal setting with students to ensure students are working to achieve their goals. As part of our Leader in Me program we discuss Habit 2, Beginning with the End in Mind. With this goal, we focus on long term and short term goals. Our students learn the importance of continuing education with high school and college. We also use our Great American Teach In to focus on future jobs and careers for students. Our goal is to inspire students to find their passion and using their passion to drive their goals and get continuing education.

Part V: Budget

Total:	\$15,000.00
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