

Hardee County Schools

Hilltop Elementary School



2018-19 Schoolwide Improvement Plan

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Hilltop Elementary School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/hilltop_elementary

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	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	79%

School Grades History

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

School Board Approval

This plan was approved by the Hardee County School Board on 10/25/2018.

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.

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

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.

School Leadership Team

Membership

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

Name	Title
Cornelius, Beverly	Principal
Mason, Gretchen	Teacher, K-12
Douglas, Chad	Teacher, K-12
Gunnoe, Logan	Teacher, K-12
Harden, Kris	Teacher, K-12
Shackelford, Jennifer	Instructional Media
Buzzard, Leanne	Teacher, K-12
Dickey, Jessica	Dean
Justice, Pam	Instructional Coach
Spires, Lisa	Teacher, K-12
Edwards, Samantha	Teacher, K-12
Daane, Kelly	School Counselor

Duties

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

The team meets monthly to engage in the following activities: Review iReady data to drive instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations, review monitoring data and intervention strategies for success.

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	7	5	3	3	4	2	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	7	9	5	10	13	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	5	10	7	0	0	0	0	0	0	0	22

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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 9/17/2018

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	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

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	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

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?

ELA bottom quartile students performed the lowest during the standardized assessment comparatively to the rest of the intermediate students.

Which data component showed the greatest decline from prior year?

Math learning gains, achievement and lowest percentile had the greatest decline from the previous year.

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

Math achievement shows the biggest gap compared to the state average.

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

ELA lowest 25th percentile showed the most improvement from the previous year.

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

Intensive remediation and fidelity to the remediation practices were given to the lowest percentile students using data driven instruction.

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%	54%	56%	61%	55%	52%
ELA Learning Gains	53%	53%	55%	59%	57%	52%
ELA Lowest 25th Percentile	48%	49%	48%	52%	53%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	78%	68%	62%	86%	63%	58%
Math Learning Gains	65%	63%	59%	85%	60%	58%
Math Lowest 25th Percentile	52%	55%	47%	64%	52%	46%
Science Achievement	57%	47%	55%	52%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (5)	5 (1)	3 (2)	3 (1)	4 (2)	2 (3)	24 (14)
One or more suspensions	0 (0)	0 (1)	0 (0)	1 (0)	0 (0)	2 (0)	3 (1)
Course failure in ELA or Math	12 (13)	7 (7)	9 (12)	5 (5)	10 (13)	13 (15)	56 (65)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (1)	10 (6)	7 (9)	22 (16)

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	62%	57%	5%	57%	5%
	2017	66%	55%	11%	58%	8%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	50%	50%	0%	56%	-6%
	2017	56%	51%	5%	56%	0%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
05	2018	47%	51%	-4%	55%	-8%
	2017	57%	46%	11%	53%	4%
Same Grade Comparison		-10%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	68%	-5%	62%	1%
	2017	85%	66%	19%	62%	23%
Same Grade Comparison		-22%				
Cohort Comparison						
04	2018	85%	64%	21%	62%	23%
	2017	90%	65%	25%	64%	26%
Same Grade Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2018	77%	65%	12%	61%	16%
	2017	75%	62%	13%	57%	18%
Same Grade Comparison		2%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	56%	45%	11%	55%	1%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	25	20	47	45	38	23				
ELL	47	56	50	70	66	53	27				
HSP	55	52	43	77	68	50	52				
WHT	59	55		86	58						
FRL	57	56	48	77	67	52	52				
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	39	43	33	54	65	46					
ELL	51	58	43	87	85	73					
HSP	59	50	46	86	76	65	65				
WHT	94	87		88	73						
FRL	57	49	44	87	79	67	64				

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	Vocabulary
Rationale	Through disseminated data pulled from benchmark assessments and standardized assessments the need for improved comprehension of vocabulary is evident.
Intended Outcome	Increased comprehension and improved fluency through ELA achievements and standards mastery.
Point Person	Beverly Cornelius (bcornelius@hardee.k12.fl.us)
Action Step	
Description	Resources to support vocabulary comprehension have been implemented school wide such as Vocabulary City. and utilizing vocabulary quizzes through Accelerated Reader program.
Person Responsible	Pam Justice (pjustice@hardee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Classroom walk throughs, AR reports, disseminating lready data, reviewing Rtl data, adjusting small groups and progress monitoring will be used to identify mastery of vocabulary focus.
Person Responsible	Beverly Cornelius (bcornelius@hardee.k12.fl.us)
Activity #2	
Title	ELL Support and Instruction
Rationale	The number of ELL students is proportionally high and language skills need improvement to facilitate comprehension.
Intended Outcome	Efforts will be made to meet their needs and exit students from the program through mastery of language.
Point Person	Jessica Dickey (jdickey@hardee.k12.fl.us)
Action Step	
Description	Programs for support like English in a Flash and Rosetta Stone will be implemented with fidelity with a required number of minimum minutes per day for students identified as English Language Learners. Media labs have been added to create access to the program during early morning times for students to access as needed for extra support.
Person Responsible	Jessica Dickey (jdickey@hardee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Weekly reports of participation in the program are generated and data disseminated with monthly data chats held with teachers for accountability of fidelity to using the program with the students identified.
Person Responsible	Jessica Dickey (jdickey@hardee.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.

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. Extra parent outreach initiatives are scheduled such as Donuts with Dad and Muffins with Mom to facilitate a positive school culture between parents and school.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

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. Guidance lessons will be implemented school wide to support the emotional needs of the students as well as social workers have been provided by the district on staff for students needing intensive support.

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

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.

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), 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

Threat Assessment Team has been created to identify at risk students.

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.

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

At the end of the school year, former students from Hilltop Elementary come in their cap and gown and spend some time with current students at Hilltop. They talk about their school experience, to stay focused, good grades and entering college. Kindergarten students begin exposing students to career awareness and college readiness through community helpers. Other primary and intermediate grades have community leaders come in as guest speakers to talk with the students about their chosen career.

Part V: Budget

Total:	\$0.00
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