

Marion County Public Schools

# Ward Highlands Elementary School



2018-19 Schoolwide Improvement Plan

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## Ward Highlands Elementary School

537 SE 36TH AVE, Ocala, FL 34471

[ no web address on file ]

### 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	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Marion County School Board.

### 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.

Ward-Highlands Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

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

Ward-Highlands Elementary School is a place where all students can learn; academically, socially, and emotionally in a safe and supportive atmosphere. Teachers work tirelessly to promote a positive school environment and raise student performance. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our entire school community shares the belief that all children can and will learn.

### School Leadership Team

#### Membership

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

Name	Title
Altobello, Kristin	School Counselor
Woelfel, Kelly	School Counselor
Headley, Shannon	Instructional Coach
Buck, Treasa	Principal
Roblin, Aurora	Instructional Coach
Smiley, Carmen	Assistant Principal
Jones, Tim	Assistant Principal
Richardson, David	Dean
Walden, Jessica	Instructional Coach

#### Duties

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

\*The 3 instructional coaches will be responsible for implementation of school/grade level/classroom programs and strategies depending on their respective roles as coaches. (J. Walden- literacy, A. Roblin- math, S. Headley- science). They will also be responsible for presenting data to the Leadership Team.

\*The dean, D. Richardson, will be responsible for implementing our school-wide expectations to maintain a safe learning environment. He will be responsible for speaking to the discipline data at each meeting.

\*The two Assistant Principal's, C. Smiley and T. Jones, will assist the Principal, Treasa Buck, in

maintaining the best learning environment for each individual student. They will be responsible for implementing, monitoring, and adjusting our school-wide SIP goals along with providing appropriate, individualized professional development for the staff as needed to ensure increased growth in student achievement.

\* The two guidance counselors, K. Altobello and K. Woelfel, will work with individual and small groups of students and families to ensure their needs are met. They will monitor the MTSS process as well as attendance and report data to the Leadership Team to help drive instructional decisions.

## 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	3	15	12	15	17	6	0	0	0	0	0	0	0	68
One or more suspensions	1	10	17	18	14	7	0	0	0	0	0	0	0	67
Course failure in ELA or Math	1	5	24	6	7	10	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	52	45	30	0	0	0	0	0	0	0	127

#### 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	3	16	41	35	35	22	0	0	0	0	0	0	0	152

#### 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	1	1	0	11	1	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	1	3	0	11	6	0	0	0	0	0	0	0	21

#### Date this data was collected

Monday 8/13/2018

### 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	2	12	17	13	17	6	0	0	0	0	0	0	0	67
One or more suspensions	0	10	22	16	15	7	0	0	0	0	0	0	0	70
Course failure in ELA or Math	0	4	24	24	6	11	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	7	31	31	0	0	0	0	0	0	0	69

**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	6	14	10	15	6	0	0	0	0	0	0	0	51

**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	2	12	17	13	17	6	0	0	0	0	0	0	0	67
One or more suspensions	0	10	22	16	15	7	0	0	0	0	0	0	0	70
Course failure in ELA or Math	0	4	24	24	6	11	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	7	31	31	0	0	0	0	0	0	0	69

**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	6	14	10	15	6	0	0	0	0	0	0	0	51

## 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?**

Mathematics Learning Gains of the lowest 25% was the lowest at 43%. This is not a trend but a large decrease from the previous year from 60%.

**Which data component showed the greatest decline from prior year?**

Mathematics Learning Gains had the greatest decline. 2017 was at 78%, 2018 was at 55%- this is a decrease of 23%.

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

3rd Grade ELA had the largest gap. We were below the state by 6%.

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

All areas declined from the previous year.

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

We had no improvement from the previous year.

### 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	54%	46%	56%	56%	47%	52%
ELA Learning Gains	49%	44%	55%	57%	49%	52%
ELA Lowest 25th Percentile	46%	37%	48%	51%	47%	46%
Math Achievement	61%	49%	62%	62%	48%	58%
Math Learning Gains	55%	46%	59%	60%	47%	58%
Math Lowest 25th Percentile	43%	35%	47%	53%	40%	46%
Science Achievement	60%	51%	55%	66%	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	3 (2)	15 (12)	12 (17)	15 (13)	17 (17)	6 (6)	68 (67)
One or more suspensions	1 (0)	10 (10)	17 (22)	18 (16)	14 (15)	7 (7)	67 (70)
Course failure in ELA or Math	1 (0)	5 (4)	24 (24)	6 (24)	7 (6)	10 (11)	53 (69)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	52 (7)	45 (31)	30 (31)	127 (69)

### 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	55%	46%	9%	57%	-2%
	2017	60%	50%	10%	58%	2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	52%	43%	9%	56%	-4%
	2017	53%	52%	1%	56%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				
05	2018	52%	46%	6%	55%	-3%
	2017	60%	47%	13%	53%	7%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	48%	5%	62%	-9%
	2017	65%	48%	17%	62%	3%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	59%	47%	12%	62%	-3%
	2017	69%	55%	14%	64%	5%
Same Grade Comparison		-10%				
Cohort Comparison		-6%				
05	2018	69%	50%	19%	61%	8%
	2017	65%	45%	20%	57%	8%
Same Grade Comparison		4%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	49%	10%	55%	4%
	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	19	35	39	41	52	48	30				
ELL	38			46							
BLK	25	49	67	36	57	48	26				
HSP	53	52		58	42		79				
MUL	64	50		55	50						
WHT	59	47	41	67	57	47	67				
FRL	47	48	45	54	53	37	51				
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	27	47	50	51	61	50	64				
ELL	50	82		50	67						
BLK	31	36	40	53	70	59	36				
HSP	64	77	73	60	67	67	61				
MUL	61	42		83	75						
WHT	67	68	61	73	82	59	84				
FRL	49	56	55	63	74	60	58				

### 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

<b>Title</b>	If rigor and relevance are the foundations of our professional development and instructional collaboration then we will strengthen Tier 1 instruction and increase student achievement.
<b>Rationale</b>	2018 FSA data shows that we need to focus on learning gains with our proficient readers and learning gains with our bottom quartile in math. In order to ensure we are meeting these two very different needs we must first be knowledgeable of the standards and the item specs. We also must know our students and what drives them to want to learn. We need to make learning relevant to them as well as rigorous enough that they retain that knowledge and can apply it across disciplines.
<b>Intended Outcome</b>	If our focus is on rigor and relevance then we will increase our English Language Arts Learning Gains from 49%(2018) to 60%, increase our Mathematics Learning Gains of the lowest 25% from 43% (2018) to 60% and increase our Science proficiency from 60% (2018) to 70%.
<b>Point Person</b>	Treasa Buck (treasa.buck@marion.k12.fl.us)

##### Action Step

<b>Description</b>	<p>*Monthly professional development will be provided to our CAS team, administration, and teacher leaders focused on rigorous and relevant instruction.</p> <p>*Monthly classroom observations will be conducted by members of the leadership team which include our CAS team to collect data and aide in providing support to our instructional staff.</p> <p>*Teachers will participate in weekly instructional collaboration focused on planning rigorous and relevant lessons based on iReady data.</p>
<b>Person Responsible</b>	Aurora Roblin (aurora.roblin@marion.k12.fl.us)

##### Plan to Monitor Effectiveness

<b>Description</b>	<p>*Classroom observations will allow administration to monitor if what the teachers are planning during our focused collaboration meetings are being put into practice in individual classrooms.</p> <p>*Quarterly assessments and ongoing iReady data will allow us to monitor student achievement.</p>
<b>Person Responsible</b>	Treasa Buck (treasa.buck@marion.k12.fl.us)

Activity #2	
<b>Title</b>	If our school-wide expectations and goals are developed, implemented, and monitored by staff, families, and the community then student achievement will increase.
<b>Rationale</b>	If all stakeholders are involved when making educational decisions about students then the opportunity for success for each student will increase. We will have more buy in when implementing new strategies and programs when they are developed in conjunction with all stakeholders. All stakeholders need to be aware of our school goals and expectations in order to productive decision making that supports our students.
<b>Intended Outcome</b>	If we include all stakeholders in the decision making process then we will increase our English Language Arts Learning Gains from 49%(2018) to 60%, increase our Mathematics Learning Gains of the lowest 25% from 43% (2018) to 60%, and increase our Science proficiency from 60% (2018) to 70%.
<b>Point Person</b>	Treasa Buck (treasa.buck@marion.k12.fl.us)
Action Step	
<b>Description</b>	During SAC meetings the school will discuss student achievement, instructional goals, school-wide expectations, and researched based resources purchased with Title 1 funds to support instruction. Administration and Academic Coaches will provide parent information nights to build a sense of community and gather the support of the home and other stakeholders.
<b>Person Responsible</b>	Tim Jones (timothy.jones1@marion.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	*We will collect attendance and surveys at the end of each parent/community event provided. The feedback provided to us will be used to make positive changes to meet the needs of our families and community. *Quarterly assessments and ongoing iReady data will allow us to monitor student achievement.
<b>Person Responsible</b>	Treasa Buck (treasa.buck@marion.k12.fl.us)

Activity #3	
<b>Title</b>	If the focus is on standards based instruction, data driven decision making and differentiation then we will strengthen Tier 1 instruction and student achievement will increase.
<b>Rationale</b>	Instructional staff will use item specs, Florida Standards, and research based resources to plan, instruct, and monitor student achievement. iReady will provide the instructional staff with 3 diagnostics throughout the school year along with ongoing progress monitoring to assist in monitoring student growth. Data driven decisions will be made based on the outcomes on iReady as well as local and state assessments.
<b>Intended Outcome</b>	If we utilize item specs, Florida Standards, and research based resources while planning we will increase our English Language Arts Learning Gains from 49%(2018) to 60%, increase our Mathematics Learning Gains of the lowest 25% from 43% (2018) to 60%.
<b>Point Person</b>	Jessica Walden (jessica.walden@marion.k12.fl.us)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students will be provided access to the iReady online instruction 45 minutes in ELA and 45 minutes in math each week. Students will participate in the iReady diagnostics and select students will participate in the iReady progress monitoring.</li> <li>2. Academic coaches and administration will collaborate weekly with small groups of teachers to monitor iReady and assessment data, breakdown Item Specs and the Florida Standards to plan effective, differentiated lessons.</li> <li>3. Instructional and intervention paras will be utilized using data from iReady and local assessments to support students within the classroom setting.</li> </ol>
<b>Person Responsible</b>	Jessica Walden (jessica.walden@marion.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Academic coaches will meet with the leadership team to discuss data and instructional support. After each diagnostic, local assessment, and progress monitoring data will be discussed with the instructional staff during collaboration.</p> <p>Academic coaches will monitor iReady usage weekly and provide support to instructional staff that need assistance based on data.</p>
<b>Person Responsible</b>	Carmen Smiley (carmen.smiley@marion.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.**

Parent involvement will increase overall by 10%. Parent involvement of students in the lowest quartile will improve by 20%. Parent participation of Minority students will increase by 15%. Parent involvement of students with disabilities will increase by 20% as measured by sign in sheets at parent nights, open

house, and parent conferences.

Parents will be invited and encouraged to participate in Family events such as Family Fun Night, Parent Conference nights, Publix math nights, Open House, and Reading Nights for parents.

\*Quarterly assessments and ongoing iReady data will allow us to monitor student achievement.

#### **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.**

WHES follows the 10 critical elements of the PBIS system. Counseling is also made available for students who are struggling through social issues. An antibullying initiative is put on through school counselors and the Dean of Students. Social skills training is provided by our school psychologist to our students who are serviced in EBD and TUB units. Students who are struggling with their daily behaviors are often placed on check in/check out systems overseen by the dean or by another administrator. Character education words are reviewed and discussed by administrators daily on the morning show.

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

Each spring, our Guidance Dept. is contacted by preschools that serve our school concerning registration information, transportation, tours, and school hours. In addition, anytime a parent registers a child for Kindergarten, a readiness handout is distributed.

Each fall, the administration and Kindergarten teachers conduct an orientation for incoming Kindergarten families prior to the start of school. This gives parents an overview of the school, the School Improvement Plan, and an opportunity to ask questions.

In addition, VPK is offered in the county to assist with preschool transitioning. The Elementary Director from the district office evaluates the quality and effectiveness of these transition programs. During the first month of school, FLKRS is used to assess student readiness rates and to determine individual student needs to be addressed by the Kindergarten and remedial teachers.

#### **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 school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and interventions adjusted based on student growth data. Resources are monitored through the close supervision of school administration to ensure practical and effective use.
- The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address the new areas of need.

Title I, Part A

Ward-Highlands Elementary School has several programs that coordinate with other state and federal

dollars available and integrate federal and state programs, so the school can meet state requirements. Title I funds will be provided to support after-school tutoring. The Centers, a mental health facility, partners with our school whenever we need specific student mental health services for any of our students. Funds from applicable federal, state, and local programs such as: IDEA-funding paraprofessionals; Title 1-funding Staff Development, personnel, and materials; Title IV-Red Ribbon Program are integrated and coordinated to meet all student needs.

#### Title I, Part C- Migrant

District funds are used to purchase:

School supplies, provide after school tutorial programs to improve grades, increase promotion, improve attendance and reduce dropout rates. Fund migrant liaison that works with schools and families to identify students and provide need referrals for families. Families must meet the federal eligibility to participate in the program

#### Title II

IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RtI) strategies that are proven to work with students with disabilities and students with behavior problems

Title III-funding for ELL personnel to work with our English Language Learners

#### Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate public education.

#### Title I, Part D

We do not receive Title I, Part D Funds

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life. Though Ward-Highlands is a Pre K-5 school, we do have an annual Career Day used to introduce students to the different careers/ jobs that help the community function. Guests share how a passion for knowledge and learning has helped them be successful.

### Part V: Budget

Total:	\$283,322.00
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