
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

This plan is pending approval by the Bay 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.

Learning Together
Empowering Others
Achieving Goals
Discovering Our Potential

Provide the school's vision statement.

Student achievement is our main priority at Hiland Park and is the primary focus of all decisions impacting the efforts of the school.

We believe that each student is a valued individual with unique physical, social, emotional, and intellectual needs and that these needs should be met through all educational, social, and technological services available.

We believe that all students are leaders and are empowered to recognize their rights and responsibilities within our democratic society. Each child has the right to be respected, to develop his/her self-worth, and the responsibility to respect the rights of others.

We believe that teachers, administrators, parents, and the community share the responsibility for our students' success. We will provide safe and comfortable classrooms where students are motivated with purposeful and engaging instruction. We desire collaboration between colleagues, classrooms, and grade levels. Students, teachers, parents and community members will work together to develop needed social skills and to reach each student's achievement goals.

School Leadership Team

Membership

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

Name	Title
Woodward, Rhonda	Principal
Simonson, Denise	Other
Frowert, Lora	Assistant Principal
Six, Honor	Teacher, K-12
faircim@bay.k12.fl.us, Jennifer	Teacher, K-12
Satter, Jessica	Psychologist
Yeats, Vicki	Other
Pitts, Angela	Other
Scurlock, Amanda	Instructional Coach
Musser, Teresa	Teacher, K-12
Maclean, Luci	
McNeal, Jaclyn	
Dula, Jenny	Teacher, K-12
Pena, Angela	Other
Pontiff, Kelly	Teacher, K-12

Duties

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

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	57	35	22	27	35	27	0	0	0	0	0	0	0	203
One or more suspensions	16	6	5	7	11	11	0	0	0	0	0	0	0	56
Course failure in ELA or Math	0	16	8	17	8	6	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	47	54	34	0	0	0	0	0	0	0	135

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	12	8	5	27	31	24	0	0	0	0	0	0	0	107

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	25	9	4	17	1	1	0	0	0	0	0	0	0	57
Retained Students: Previous Year(s)	7	1	0	7	0	0	0	0	0	0	0	0	0	15

Date this data was collected

Wednesday 7/18/2018

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	32	22	22	19	23	14	0	0	0	0	0	0	0	132
One or more suspensions	10	4	10	4	7	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	1	6	5	2	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	11	30	43	0	0	0	0	0	0	0	84

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	0	8	7	13	14	0	0	0	0	0	0	0	45

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	32	22	22	19	23	14	0	0	0	0	0	0	0	132
One or more suspensions	10	4	10	4	7	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	1	6	5	2	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	11	30	43	0	0	0	0	0	0	0	84

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	0	8	7	13	14	0	0	0	0	0	0	0	45

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?

Performance of the lowest quartile in mathematics. Yes.

Which data component showed the greatest decline from prior year?

ELA

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

Performance of the lowest quartile in mathematics.

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

Science. Yes.

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

Support from district Science Coach, departmentalized 5th grade, new teacher, heightened focus on science

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	43%	50%	56%	42%	48%	52%
ELA Learning Gains	47%	49%	55%	42%	47%	52%
ELA Lowest 25th Percentile	44%	45%	48%	36%	43%	46%
Math Achievement	51%	57%	62%	45%	53%	58%
Math Learning Gains	56%	57%	59%	44%	53%	58%
Math Lowest 25th Percentile	24%	46%	47%	31%	43%	46%
Science Achievement	48%	50%	55%	27%	44%	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	57 (32)	35 (22)	22 (22)	27 (19)	35 (23)	27 (14)	203 (132)
One or more suspensions	16 (10)	6 (4)	5 (10)	7 (4)	11 (7)	11 (12)	56 (47)
Course failure in ELA or Math	0 (0)	16 (1)	8 (6)	17 (5)	8 (2)	6 (3)	55 (17)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	47 (11)	54 (30)	34 (43)	135 (84)

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	45%	57%	-12%	57%	-12%
	2017	53%	59%	-6%	58%	-5%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	34%	51%	-17%	56%	-22%
	2017	44%	52%	-8%	56%	-12%
Same Grade Comparison		-10%				
Cohort Comparison		-19%				
05	2018	49%	50%	-1%	55%	-6%
	2017	44%	49%	-5%	53%	-9%
Same Grade Comparison		5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	63%	-10%	62%	-9%
	2017	50%	56%	-6%	62%	-12%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	43%	59%	-16%	62%	-19%
	2017	43%	62%	-19%	64%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2018	57%	57%	0%	61%	-4%
	2017	32%	52%	-20%	57%	-25%
Same Grade Comparison		25%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	54%	-7%	55%	-8%
	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	18	23	22	24	30	19	6				
ELL	9			36							
ASN	60			90							
BLK	27	39	38	35	47	32	21				
HSP	46	24		43	44						
MUL	40	41		48	63						
WHT	51	55	53	59	60	18	60				
FRL	38	43	42	48	51	22	48				
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	15	42	40	13	31	25	5				
BLK	27	42	43	26	40	23	17				
HSP	65	50		62	53						
MUL	59	79		39	33						
WHT	56	53	52	48	43	38	48				
FRL	42	49	47	37	41	28	30				

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 Learning gains of the lowest 25% of students.

Rationale Our data shows declining trend in the learning gains of the lowest 25% of students.

Intended Outcome Increase in learning gains of the lowest 25% of students in ELA and Mathematics on the FSA.

Point Person Rhonda Woodward (woodwrr@bay.k12.fl.us)

Action Step

Description Dedicated common grade level intervention time for ELA and Mathematics.

Person Responsible Rhonda Woodward (woodwrr@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description Classroom grades, MAP scores, FSA scores. MTSS meeting notes / data sheets.

Person Responsible Rhonda Woodward (woodwrr@bay.k12.fl.us)

Activity #2

Title Behavior

Rationale Our office referral data indicates an increasing trend in the number of referrals.

Intended Outcome Decreased office referrals.

Point Person Lora Frowert (frowelr@bay.k12.fl.us)

Action Step

Description Dedicated Promise room and ISS room, full-time Social Worker, 1/2 time behavior specialist, Leader in Me, positive reinforcement through leadership houses, and various celebrations throughout the year.

Person Responsible Lora Frowert (frowelr@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description weekly PLC meetings, monthly MTSS meetings, DOJO, FOCUS reports,

Person Responsible Lora Frowert (frowelr@bay.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.

Utilize the parent liaison to provide information, newsletters, and workshops for parents at different times of the day

Promote the use of the Parent Portal in all school communication. The school will also use the IRIS phone system to communicate with parents and staff outside of school hours.

The school personnel will meet with all parents individually to review and establish a Parent Compact through parent conference nights.

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.

HPES provides support for the physical, social and emotional needs of our students. We partner with local churches and community programs to provide school supplies, food and clothing to our families in need. Guidance counselors and our Parent Liaison provide lists of community resources to our families and regularly meet with parents to discuss individual needs. Character education and bullying prevention are integrated into the school curriculum. Additionally, our Social Worker will implement small groups

with students and connect parents to community resources for additional assistance. The school nurse helps coordinate the health needs of our students as well as annual health screenings. Guidance counselors collaborate with district resource teachers, classroom teachers and the school psychologist to administer various screenings as needed for individual students. HPES provides services that support the counseling, assessment, referral and educational needs of our students. Using the MTSS process, staff identifies student needs and designs differentiated instruction and/or interventions to support the learning of all students. Students receive support through specialized programs such as gifted, speech and language therapy, special education and ESOL. The staff collaborates to discuss coordination and implementation of services. Additionally, The "Elevate Bay" program provides mentors to students as a support. Efficiency of services are regularly evaluated to identify new strategies or resources as needed.

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

The Pre-K teachers and kindergarten teachers work closely throughout the year. During the last quarter, Pre-K teachers implement strategies to prepare the students for the transition to kindergarten. Kindergarten teachers work with Pre-K instructors to provide ideas for summer activities to maintain skills learned.

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 M.T.S.S team meets monthly with all teachers to analyze student data. Teachers present progress monitoring data to the team and discuss intervention success or make changes as needed. During these meetings resources are leveraged to support the intervention process.

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities

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

Hiland Park strives to extend learning beyond the classroom through educational field trips and extra curricular activities.

Part V: Budget	
Total:	\$361,616.00