

The School Board of Highlands County

# Cracker Trail Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Cracker Trail Elementary School

8200 SPARTA RD, Sebring, FL 33875

<http://www.highlands.k12.fl.us/~cte/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	62%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Highlands 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.**

"To Develop Lifelong Learners and Leaders"

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

"Leading Together To Achieve Excellence"

### School Leadership Team

**Membership**

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

Name	Title
Kogelschatz, Rick	Principal
Belanger, Ian	Instructional Technology
Prendergast, Elizabeth	Teacher, K-12
White, Andrea	Teacher, K-12
Thomas, Heather	Teacher, K-12
Pugh-Clogston, Stacey	Teacher, K-12
Rowe, Jennifer	Teacher, K-12
Eures, Katherine	Teacher, K-12
Prince, Amanda	Teacher, K-12
Germaine, Courtney	Instructional Coach
Brooks, Cara	Instructional Coach
Jahna, Kim	Instructional Coach
Brooker, Sarah	Assistant Principal

**Duties**

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

Principal & Assistant Principal - Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes data on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with school and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for students, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Instructional Coaches - provide information about core instructional strategies & curriculum information; participate in student data analysis.

Instructional Technology - provide direct instruction to teachers on instructional technology programs, monitor and expand the use of digital instructional programs, labs, and troubleshoot equipment and software issues.

Teachers - participates in core instruction; participates in student data collection; delivers Tier 1 Instruction/intervention; collaborates with other staff to implement Tier 2 and 3 interventions; and integrates Tier 1 materials and instruction with Tier 2/3 activities, and ensures that all mandates and guidelines for students entering or in the ESE program are adhered too at the school.

## 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	6	5	7	9	8	0	0	0	0	0	0	0	35
One or more suspensions	0	5	9	6	5	5	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	28	9	28	14	24	0	0	0	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	39	48	29	0	0	0	0	0	0	0	116

#### 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	2	3	20	16	18	0	0	0	0	0	0	0	59

#### 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	7	0	0	0	1	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	8	7	17	21	0	0	0	0	0	0	0	53

#### Date this data was collected

Tuesday 8/14/2018

### 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	26	17	25	14	14	0	0	0	0	0	0	0	96
One or more suspensions	0	3	1	3	1	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	20	1	23	1	7	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	2	3	18	0	0	0	0	0	0	0	23
	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	7	0	6	0	7	0	0	0	0	0	0	0	20

**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	26	17	25	14	14	0	0	0	0	0	0	0	96
One or more suspensions	0	3	1	3	1	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	20	1	23	1	7	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	2	3	18	0	0	0	0	0	0	0	23
	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	7	0	6	0	7	0	0	0	0	0	0	0	20

**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?**

English Language Arts Learning Gains for the Lowest 25% were 29% for the 2017-2018 school year. This is a 12% decrease from the previous year. The trend over the last 3 years has been 66%, 41%, 29%.

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

English Language Arts Learning Gains showed the greatest decline. The percentage went from 60% to 41% for the 2017-2018 school year. This was a 19% decrease from the previous year.

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

English Language Arts and Mathematics for 4th grade had the biggest gap when compared to the state average. There was a 7% gap for each subject.

ELA 4th Grade - 49% (State - 56%)

Math 4th Grade - 55% (State - 62%)

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

Mathematics for 5th grade showed the most improvement for the 2017-2018 school year. The percent proficient increased from 53% to 71%.

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

The teachers on the 5th grade team remained the same as the previous year. Teachers followed district developed instructional plans. The STEM Instructional Coach supported teachers and students in the areas of math and 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	52%	48%	56%	53%	47%	52%
ELA Learning Gains	41%	48%	55%	62%	51%	52%
ELA Lowest 25th Percentile	29%	40%	48%	66%	48%	46%
Math Achievement	63%	58%	62%	61%	55%	58%
Math Learning Gains	49%	50%	59%	52%	51%	58%
Math Lowest 25th Percentile	30%	35%	47%	38%	42%	46%
Science Achievement	60%	52%	55%	46%	42%	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	0 (0)	6 (26)	5 (17)	7 (25)	9 (14)	8 (14)	35 (96)
One or more suspensions	0 (0)	5 (3)	9 (1)	6 (3)	5 (1)	5 (3)	30 (11)
Course failure in ELA or Math	0 (0)	28 (20)	9 (1)	28 (23)	14 (1)	24 (7)	103 (52)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (2)	48 (3)	29 (18)	116 (23)

**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	54%	48%	6%	57%	-3%
	2017	57%	48%	9%	58%	-1%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	49%	45%	4%	56%	-7%
	2017	57%	51%	6%	56%	1%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				
05	2018	54%	47%	7%	55%	-1%
	2017	56%	47%	9%	53%	3%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	61%	-2%	62%	-3%
	2017	59%	60%	-1%	62%	-3%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	55%	53%	2%	62%	-7%
	2017	70%	60%	10%	64%	6%
Same Grade Comparison		-15%				
Cohort Comparison		-4%				
05	2018	71%	52%	19%	61%	10%
	2017	53%	49%	4%	57%	-4%
Same Grade Comparison		18%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	50%	9%	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	4	12	13	17	20	19	14				
ELL	9			27							



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
BLK	43	50		29	22						
HSP	41	30	35	56	46	38	54				
MUL	38	40		50	40						
WHT	57	44	30	68	53	33	67				
FRL	44	38	28	54	49	33	49				
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	22	53	43	30	41	29	27				
ELL	25	40		50	50						
BLK	32	35	33	48	41						
HSP	53	57	44	64	60	50	44				
MUL	25	70		44	50						
WHT	65	62	38	66	66	49	58				
FRL	48	55	44	56	54	39	52				

### 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** Attendance

**Rationale** 5.26% of students were absent 10% or more of the 2017-2018 school year.

**Intended Outcome** Cracker Trail Elementary School will decrease the students with 10 or more absences by 10% by May 24, 2019.

**Point Person** Sarah Brooker (brookers@highlands.k12.fl.us)

##### Action Step

**Description** SARC Meetings  
Attendance Board in Front Office  
ConnectED Callouts  
Attendance Classroom Incentives

**Person Responsible** Sarah Brooker (brookers@highlands.k12.fl.us)

##### Plan to Monitor Effectiveness

**Description** SARC Review  
Progress Monitoring

**Person Responsible** Sarah Brooker (brookers@highlands.k12.fl.us)

**Activity #2**

**Title** Discipline

**Rationale** 15% of students had 1 behavior incident.  
12% of students had 2-5 behavior incidents.  
3% of students had 6 or more behavior incidents.

**Intended Outcome** 95% of Cracker Trail Elementary School students will earn PBIS events during the 2018-2019 school year.

**Point Person** Sarah Brooker (brookers@highlands.k12.fl.us)

**Action Step**

**Description** The PBIS Committee meets monthly to review the school wide plan, analyze behavior data, and plan upcoming events.  
Mustang Money is fake money, similar to the scholar dollars we used last year. Staff members will have these on hand throughout campus. Students can use their Mustang Money two different ways – A. Turn in increments of 10 to their teacher for classroom incentives, or B. save larger amounts to use at quarterly PBiS events.  
1st NW - Dance (Mustang Money for glow sticks, necklace, song request, dance with staff member, etc.)  
2nd NW - Reindeer Games (Mustang Money for Hot Chocolate Bar)  
3rd NW - Block Party: chalk art, movie choice, relay races, social club  
4th NW - Splash Day (Mustang Money for Snow cone, Water Balloon)  
Classroom Color Clip System, Dojo, and Horseshoe Incentives

**Person Responsible** Sarah Brooker (brookers@highlands.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** Monthly PBIS Meetings  
Weekly A-Team Meetings  
Progress Monitoring

**Person Responsible** Sarah Brooker (brookers@highlands.k12.fl.us)

<b>Activity #3</b>	
<b>Title</b>	ELA
<b>Rationale</b>	52% of Cracker Trail Elementary students were proficient on the 2017-2018 ELA Florida Standards Assessment.
<b>Intended Outcome</b>	62% of Cracker Trail Elementary students will be proficient on the 2018-2019 ELA Florida Standards Assessment.
<b>Point Person</b>	Kim Jahna (jahnak2@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	ELA Professional Learning Communities Instructional Coach ELA Curriculum MTSS Learning Gains Training Lowest Quartile Identification
<b>Person Responsible</b>	Kim Jahna (jahnak2@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Monthly Committee Meetings Monthly Curriculum Leadership Team Meetings Weekly A-Team Meetings Progress Monitoring
<b>Person Responsible</b>	Kim Jahna (jahnak2@highlands.k12.fl.us)
<b>Activity #4</b>	
<b>Title</b>	Math
<b>Rationale</b>	Math learning gains decreased from 63% to 49% from 2016-2017 to 2017-2018.
<b>Intended Outcome</b>	The math learning gains for Cracker Trail Elementary will increase to 54% on the 2018-2019 Florida Standards Assessment.
<b>Point Person</b>	Cara Brooks (brooksc@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Math Focused Professional Learning Communities STEM Instructional Coach District Developed Instructional Plans Focused skill instruction
<b>Person Responsible</b>	Cara Brooks (brooksc@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Monthly Curriculum Leadership Team Meetings Weekly A-Team Meetings Progress Monitoring
<b>Person Responsible</b>	Cara Brooks (brooksc@highlands.k12.fl.us)

Activity #5	
<b>Title</b>	Science
<b>Rationale</b>	60% of Cracker Trail Elementary 5th grade students were proficient on the 2017-2018 Statewide Science Assessment.
<b>Intended Outcome</b>	65% of 5th grade students at Cracker Trail Elementary will be proficient on the 2018-2019 Statewide Science Assessment.
<b>Point Person</b>	Cara Brooks (brooksc@highlands.k12.fl.us)
Action Step	
<b>Description</b>	STEM Instructional Coach Weekly STEM Labs New Science Curriculum
<b>Person Responsible</b>	Cara Brooks (brooksc@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Monthly Curriculum Leadership Team Meetings Weekly A-Team Meetings Progress Monitoring
<b>Person Responsible</b>	Cara Brooks (brooksc@highlands.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.**

To increase parent involvement and build positive relationships with families, as well as increase communication to inform parents of their child's progress, we host:

- Open house and Orientation night
- Student-Led &/ Teacher Conferences with Parents
- Campus-Wide Beautification Days
- PTO Family Nights
- Science Fair
- Trailblazer 4k race/run

In addition we communicate with families through:

- School & Classroom Websites
- School Facebook Page
- Monthly School Newsletters
- Weekly Classroom Newsletters
- Call-Outs to Families (to communicate important information/reminders)
- iOS & Android APP (push messages)
- Student planners/Communication folders

- Leadership notebooks
- DoJo
- Remind

### **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.**

CTE addresses the social-emotional needs of all students by providing a full-time guidance resource teacher who conducts class meetings, small groups and individual students focused on social-emotional skills. We employ several non-instructional staff members and teachers to tutor children who are low-performing students. Teachers include strategies for ESOL, Gifted, Kagan cooperative learning structures and ESE in their weekly lesson plans.

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

At the beginning of each academic year, and towards the end, grade levels meet together, as well as with the grades before and after, to discuss expectations of students both entering and exiting the grade levels. Members of our leadership team meet with the teachers at the Kindergarten Learning Center, as well as the middle schools, to discuss expectations and individual students' needs.

### **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 MTSS team meets on a regular basis to review student performance and make suggestions for improvement to the core curriculum. In addition, they meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

Title I Part A: Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title I Part C Migrant: Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI Part B: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

Title X Homeless: Students Services coordinates with Title 1 Part A to provide resources (school

supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).  
Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.  
Nutrition Programs: LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also provided at Fred Wild Elementary School.  
VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.  
Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.  
Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community.

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

Specific grade levels also participate in career days, inviting community members to come into their classrooms and discuss their occupations and careers with the students.

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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