

The School District of Lee County

Harlem Heights Community Charter School



2018-19 Schoolwide Improvement Plan

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Harlem Heights Community Charter School

15570 HAGIE DR, Fort Myers, FL 33908

<http://heightscharterschool.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)
Elementary School KG-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	Yes	99%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Lee County School Board on 8/30/2018.

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.

The mission of Harlem Heights Community Charter School is to serve children in their initial years of schooling who are at risk for academic challenges as a result of severe economic disadvantage and/or living in a home where English is not the primary language.

Provide the school's vision statement.

The school's vision is to create a small school community with focused and developmentally appropriate direct instruction in which all students are valued, accepted for who they are, supported in the development of core academic skills and encouraged to challenge their learning toward excellence.

School Leadership Team

Membership

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

Name	Title
Mathinos, Deb	Other

Duties

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

Dr. Mathinos serves as the Director of the Charter School. She leads all curricular and instructional initiatives, supervises and evaluates all staff, oversees daily operations, and works with the School Board in developing and adhering to the annual budget.

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Thursday 8/30/2018

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		
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
Course failure in ELA or Math	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		
Substantial Reading deficiency	0	1	1	0	0	0	0	0	0	0	0	0	0	2	
	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		
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
Course failure in ELA or Math	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		
Substantial Reading deficiency	0	1	1	0	0	0	0	0	0	0	0	0	0	2	
	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?

Based on local assessments (STAR), beginning level ELL students performed the lowest.

Which data component showed the greatest decline from prior year?

No decline was noted in the local assessment data.

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

Comparison of local assessment data with state average is not possible.

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

Based on local assessment data, the greatest improvement across all grade levels and student groups was in math.

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

incorporation of an additional small group differentiated instruction period for math is believed to have supported the student growth in this area.

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	0%	55%	56%	0%	54%	52%
ELA Learning Gains	0%	53%	55%	0%	52%	52%
ELA Lowest 25th Percentile	0%	47%	48%	0%	46%	46%
Math Achievement	0%	61%	62%	0%	60%	58%
Math Learning Gains	0%	59%	59%	0%	58%	58%
Math Lowest 25th Percentile	0%	46%	47%	0%	47%	46%
Science Achievement	0%	54%	55%	0%	51%	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)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
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)

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					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	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
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

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	English Language Proficiency/Literacy
Rationale	BOY STAR Literacy Assessment data identified 34% of Kindergarten students, 68% of First grade students, 71% of Second grade students and 69% of Third grade students are on target for achieving grade level literacy benchmarks by EIY.
Intended Outcome	The percentage of students performing at grade level benchmark, as measured by EOY STAR Literacy assessment will increase as follows: Kindergarten 75%, First grade 95%, Second grade 90%, third grade 90%
Point Person	Deb Mathinos (debramat@leeschools.net)

Action Step

Description	Additional instruction and support during ELA classtime and during afternoon ACCESS time to provide small group intensive English Language/Literacy experiences to students not performing at grade level. ESOL teacher and 2 Title I paraprofessionals will be scheduled to provide small group instruction in both push in and pull out models.
Person Responsible	Deb Mathinos (debramat@leeschools.net)

Plan to Monitor Effectiveness

Description	Monthly administrator observation of staff adherence to schedules. Quarterly student assessment data obtained from STAR Literacy assessment will provide progress monitoring information on students.
Person Responsible	Deb Mathinos (debramat@leeschools.net)

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.

Cooperative efforts of parents, families, educators, community members and businesses for the common good of the students provide challenging and rewarding experiences to all constituents. One of the School's greatest resources is its connection to The heights Center (Community Center in which the school is located). The School is able to leverage the services offered to the community by The Heights Center and incorporate these services and relationships into the School. These resources include, but are not limited to, mentoring, tutoring, counseling, health care, access to food, staff development and entertainment that can be used as student incentives and rewards.

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.

Weekly character education classes address the social-emotional development of students. Additionally, the students have access to a Master's level social worker who provides individual and small group counseling to those experiencing social-emotional challenges.

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

The majority of incoming cohorts of students are transitioning from area preschools into Kindergarten. Several strategies are used to facilitate this transition. Staff meet with incoming students' preschool teachers to gather information about readiness skills, attendance, behavioral strengths, etc. This information, used in conjunction with entry skill screening and parent survey information allows the school to have a sense of the incoming Kindergarteners' strengths and potential needs. For those students entering the school initially as first, second or third graders, a contact is made between the classroom teacher and the student's previous teacher so that similar information can be shared. Additionally, if there is any confusion about information contained in the incoming student's cumulative file, clarification is sought through direct contact with the prior teacher.

As this is only the third year of operation for the School we have not yet had the need to transition any students to the Middle School level.

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 Director is responsible for developing and implementing the school budget, including all funds derived from Federal, State and local sources. Inventory is tracked by the school administrative assistant. As a very small school (5 classes, 80 students), the Director works in concert with all instructional staff in the design and delivery of instruction. The Director leads weekly team meetings as

scheduling, assessments, data analysis and collection, student performance concerns, etc. are discussed. Staff input is actively sought and incorporated into weekly and monthly instructional planning for the school. Staff are encouraged to be very actively involved in the decision-making of the school. Discussions surrounding the most effective use of federal, state and local funds occur among all employees of the school on a quarterly basis. Staff input related to budgeting is also obtained in early spring for the upcoming school year.

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

As we are exclusively primary grades at this point, our strategies are quite general in nature. Primarily, students are reminded of the importance of always putting forth their best effort so they will have the skills needed to make the most of their post-elementary education with an eye for developing the skills needed for eventual graduation and life opportunities post high school.

Part V: Budget	
Total:	\$124,821.00