

Nassau County School District

Hilliard Elementary School



2018-19 Schoolwide Improvement Plan

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Hilliard Elementary School

27568 OHIO ST, Hilliard, FL 32046

[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	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

School Grades History

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

School Board Approval

This plan is pending approval by the Nassau 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.

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement.

Hilliard Elementary is committed to an educational process, involving the total community, which encourages each child to become a lifelong learner and provides the necessary resources to enable each student to develop into a responsible, productive citizen prepared to enter secondary education with both academic and social success.

School Leadership Team

Membership

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

Name	Title
Jackson, Lee Ann	Principal
Tilley, Rhonda	School Counselor
Graves, Donna	Teacher, K-12
Sims, Jacquelin	Teacher, K-12
Smith, Tammy	Assistant Principal
Tomberlin, Lauren	Teacher, K-12
Nicks, Autumn	Teacher, K-12
Starling, Karen	Teacher, K-12
Graves, Patricia	Teacher, K-12
Rose, Anna	Teacher, K-12

Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Targeted focus on the areas of deficit is the basis for our school improvement plan and school action plan. The Leadership team ensures that our school has in place a system to provide increasingly intense and individualized interventions, resources and supports to meet the needs of all students.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Once that data is collected and the areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

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	5	27	9	21	27	16	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	5	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	2	1	4	3	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	3	2	4	0	0	0	0	0	0	0	9

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	5	4	2	0	0	0	0	0	0	0	11

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	12	9	3	5	2	0	0	0	0	0	0	0	0	31
Retained Students: Previous Year(s)	8	6	2	5	3	0	0	0	0	0	0	0	0	24

Date this data was collected

Friday 9/28/2018

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	19	23	17	15	20	23	0	0	0	0	0	0	0	117
One or more suspensions	1	0	1	1	1	4	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	1	2	2	3	4	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	2	8	4	0	0	0	0	0	0	0	14

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	1	1	1	3	5	0	0	0	0	0	0	0	11

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	19	23	17	15	20	23	0	0	0	0	0	0	0	117
One or more suspensions	1	0	1	1	1	4	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	1	2	2	3	4	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	2	8	4	0	0	0	0	0	0	0	14

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	1	1	1	3	5	0	0	0	0	0	0	0	11

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?

Our ELA Lowest 25th Percentile was the lowest scoring component at 52%. This is up; however, from 45% in 2017.

Which data component showed the greatest decline from prior year?

ELA Achievement went from 78% to 73% and our ELA Learning Gains went down 4%, from 64% to 60%.

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

Our grade components in 2017-18 were all well above the state averages. In 2016-17 Our Math Learning Gains were slightly below the state average (4% less than state average) and our ELA Lowest 25th Percentile(45%) was 7% below the state average. These deficits both improved in 2017-18.

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

Math Learning Gains (up 16%) and Math Lowest 25th Percentile Gains (up 15%) were neck and neck for the most improvement. Math is usually higher than ELA in all components . That seems to be a trend at Hilliard Elementary.

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

Small group differentiated instruction as well as whole group instruction and paraprofessional assistance has helped in Math improvements. Consistent spiral teaching and review also help students maintain and practice skills throughout the school 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	73%	72%	56%	78%	70%	52%
ELA Learning Gains	60%	59%	55%	70%	66%	52%
ELA Lowest 25th Percentile	52%	49%	48%	52%	57%	46%
Math Achievement	89%	82%	62%	83%	78%	58%
Math Learning Gains	73%	72%	59%	58%	72%	58%
Math Lowest 25th Percentile	74%	62%	47%	54%	60%	46%
Science Achievement	81%	74%	55%	59%	71%	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	5 (19)	27 (23)	9 (17)	21 (15)	27 (20)	16 (23)	105 (117)
One or more suspensions	0 (1)	0 (0)	0 (1)	0 (1)	5 (1)	1 (4)	6 (8)
Course failure in ELA or Math	0 (0)	2 (1)	1 (2)	4 (2)	3 (3)	0 (4)	10 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (2)	2 (8)	4 (4)	9 (14)

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	72%	76%	-4%	57%	15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	81%	78%	3%	58%	23%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	67%	69%	-2%	56%	11%
	2017	73%	68%	5%	56%	17%
Same Grade Comparison		-6%				
Cohort Comparison		-14%				
05	2018	77%	71%	6%	55%	22%
	2017	75%	70%	5%	53%	22%
Same Grade Comparison		2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	89%	80%	9%	62%	27%
	2017	86%	81%	5%	62%	24%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	91%	83%	8%	62%	29%
	2017	81%	78%	3%	64%	17%
Same Grade Comparison		10%				
Cohort Comparison		5%				
05	2018	87%	79%	8%	61%	26%
	2017	76%	78%	-2%	57%	19%
Same Grade Comparison		11%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	80%	72%	8%	55%	25%
	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	60	63	72	82	80	78	42				
BLK	46			100							
MUL	69			77							

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
WHT	75	62	57	90	72	70	85				
FRL	65	53	49	86	72	76	73				
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	35	23	10	54	45	32	47				
BLK	33			58							
MUL	75			58							
WHT	80	63	46	85	56	55	80				
FRL	72	57	47	78	56	55	73				

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	ELA Achievement and Gains
Rationale	ELA Achievement went from 78% to 73% and our ELA Learning Gains went down 4%, from 64% to 60%. Our district expectation and goal is 80%. We will focus on bringing up our ELA achievement and gains.
Intended Outcome	Proficiency will increase at least 3%-5% towards our goal of 80% students being proficient and making gains.
Point Person	Lee Ann Jackson (jacksonle@nassau.k12.fl.us)
Action Step	
Description	We will increase our ELA Achievement and Learning Gains by providing differentiated instruction in whole groups, small teacher led groups, paraprofessional centers, technology centers and independent student centers. We utilize diagnostic testing three times a year to evaluate instructional effectiveness and student progress. In addition we will progress monitor our lowest quartile to more closely monitor and adjust instruction to fit individual needs. We will provide reading tutoring, in school intensive reading and before school technology reading programs. Our paraprofessionals and Support Facilitators will work closely with our Reading Coach to provide hands-on activities that focus on identified student needs. The administrative leadership team, individual grade levels and teams will discuss progress and explore ways to make instruction rigorous and purposeful.
Person Responsible	Lee Ann Jackson (jacksonle@nassau.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will conduct periodic diagnostic assessments (STAR, IReady) for all students and will progress monitor the lowest quartile to evaluate progress and to track student proficiency. We will adjust instruction and realign learning targets to address student needs. We will provide professional development and common planning opportunities to assist teachers in their planning endeavors. Lesson plans are monitored to ensure alignment with district and school expectations as well as student needs.
Person Responsible	Lee Ann Jackson (jacksonle@nassau.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.

School staff, faculty, and administrators strive to strengthen family involvement and empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House
- School web page
- Focus Parent Portal
- Newsletters communicating classroom and school news to parents
- Parent phone calls, Parent Link, and face-to face meetings
- School Matters Publication

Hilliard Elementary School strives to offer a variety of activities to involve families in the educational process of their children. Activities range from educational activities that help parents better work with their children to fun activities that involve the whole family. Activities are offered at a variety of days and times to better meet family needs.

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.

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offers instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate the intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school holds student/parent orientation meetings to assist with the transitioning from

one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

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's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and provides supports as well as resources needed to address those deficits.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Information is shared with parents during our Open House/Annual Title I Meeting.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies, assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

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

The strategies used to advance college and career awareness include: providing community resources and guest speakers, family parent nights and guidance services.

Part V: Budget	
Total:	\$179,050.00