

Hillsborough County Public Schools

Jackson Elementary School



2018-19 Schoolwide Improvement Plan

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Jackson Elementary School

502 E GILCHRIST ST, Plant City, FL 33563

[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 KG-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

School Board Approval

This plan is pending approval by the Hillsborough 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.

The staff, parents, and community will inspire and prepare students for a future with endless possibilities through culture building, rigorous instruction and student leadership opportunities.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Jackson students take ownership of their learning.

School Leadership Team

Membership

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

Name	Title
McClellan, Michelle	Principal

Duties

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

Leadership team meetings can include the following:

Principal

Assistant Principal / ELP Coordinator

Guidance Counselor

SAC Chairs

School Psychologist/ Behavior team Representative

School Social Worker/ Attendance Committee Representative

Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)

ESE teachers

PLC Liaisons for each grade level and/or content area

District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:

1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital 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	2	16	17	17	18	9	0	0	0	0	0	0	0	79
One or more suspensions	0	2	0	3	5	2	0	0	0	0	0	0	0	12
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	13	33	42	0	0	0	0	0	0	0	88

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	4	10	5	0	0	0	0	0	0	0	19

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	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	11	11	11	17	15	5	0	0	0	0	0	0	0	70
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
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	28	49	0	0	0	0	0	0	0	0	77

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	11	4	0	0	0	0	0	0	0	15

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	11	11	11	17	15	5	0	0	0	0	0	0	0	70
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
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	28	49	0	0	0	0	0	0	0	0	77

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	11	4	0	0	0	0	0	0	0	15

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?

Bottom Quartile Math, only 29% gains
 This has been a trend for the last two years

Which data component showed the greatest decline from prior year?

Bottom Quartile ELA, we dropped by 14%

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

ELA proficiency, we are 25% below the state average

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

Math proficiency, this is an area Jackson could show higher proficiency levels in a shorter period of time than other proficiency areas

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

3rd grade math proficiency grew to 47%. Higher student engagement due to teacher buy-in, small group differentiated instruction, daily tutor and math resource teacher supporting small groups, strong standards-based planning, increased teacher professional development on content and high yield strategies

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	31%	52%	56%	26%	48%	52%
ELA Learning Gains	42%	52%	55%	40%	49%	52%
ELA Lowest 25th Percentile	35%	46%	48%	47%	44%	46%
Math Achievement	38%	55%	62%	46%	52%	58%
Math Learning Gains	44%	57%	59%	60%	53%	58%
Math Lowest 25th Percentile	29%	44%	47%	61%	43%	46%
Science Achievement	33%	51%	55%	45%	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	2 (11)	16 (11)	17 (11)	17 (17)	18 (15)	9 (5)	79 (70)
One or more suspensions	0 (1)	2 (0)	0 (1)	3 (0)	5 (0)	2 (0)	12 (2)
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)	13 (28)	33 (49)	42 (0)	88 (77)

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	35%	53%	-18%	57%	-22%
	2017	35%	56%	-21%	58%	-23%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	30%	55%	-25%	56%	-26%
	2017	23%	54%	-31%	56%	-33%
Same Grade Comparison		7%				
Cohort Comparison		-5%				
05	2018	27%	51%	-24%	55%	-28%
	2017	37%	52%	-15%	53%	-16%
Same Grade Comparison		-10%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	55%	-8%	62%	-15%
	2017	28%	54%	-26%	62%	-34%
Same Grade Comparison		19%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	38%	57%	-19%	62%	-24%
	2017	35%	56%	-21%	64%	-29%
Same Grade Comparison		3%				
Cohort Comparison		10%				
05	2018	33%	54%	-21%	61%	-28%
	2017	44%	53%	-9%	57%	-13%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	52%	-16%	55%	-19%
	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	6	20	31	19	40	30					
ELL	22	38	32	38	43	27	21				
BLK	15	32	38	20	26		31				
HSP	29	43	33	44	48	23	27				
WHT	54	56		47	44		44				
FRL	29	40	34	38	42	31	32				

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	6	21	31	13	26	9					
ELL	13	35	56	26	36	22	10				
BLK	25	44	46	27	44	29	32				
HSP	27	42	55	34	45	25	36				
WHT	42	50		44	46		46				
FRL	29	44	49	33	42	24	36				

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	Engaging students in high level questioning and discussion across content areas Teacher Observation Summary: 19.5% of teachers received progressing on 1e. Designing coherent instruction. 32.6% of teachers received progressing or requires action on 3b. Questioning and discussion. 20.9% of teachers received progressing or requires action on 3c. Student engagement.
Rationale	FSA ELA Data: 31% of students in grades 3-5 made satisfactory progress in reading. 42% of students in grades 3-5 made learning gains in reading. 35% of students in the bottom quartile of grades 3-5 made learning gains in reading. FSA Math Data: 38% of students in grades 3-5 made satisfactory progress in math. 44% of students in grades 3-5 made learning gains in math. 29% of students in the bottom quartile of grades 3-5 made learning gains in math.
Intended Outcome	Proficiency in reading will increase from 31% to 40% when teachers receive and implement professional development through job-embedded training, coaching and modeling of how to engage students more effectively in high level questioning and discussion across all content areas.
Point Person	Michelle McClellan (michelle.mcclellan@hcps.net)

Action Step

Description	Include additional school personnel (day-time tutors, kindergarten paraprofessionals, after-school tutors) to support students and families as needed, as reflected in the budget narrative. Include anchor charts with sentence stems for higher level questioning Provide students with experiences that provide opportunities for academic support, as well as enrichment, and that support successful transitioning to the next grade, as reflected in the budget narrative. (Math and Movement Comprehensive Package), including multi-modal strategies Provide STEM lessons delivered in an innovative atmosphere (Immersive STEM package) Build a community garden to incorporate science standards, build opportunities for community involvement, teach nutrition habits, and utilize collaborative learning structures
Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

Plan to Monitor Effectiveness

Description	KPI data, I-Ready data, FSA data, School grade data, teacher evaluation data
Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

Activity #2	
Title	Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement
Rationale	<p>FSA ELA Data: 31% of students in grades 3-5 made satisfactory progress in reading. 42% of students in grades 3-5 made learning gains in reading. 35% of students in the bottom quartile of grades 3-5 made learning gains in reading.</p> <p>FSA Math Data: 38% of students in grades 3-5 made satisfactory progress in math. 44% of students in grades 3-5 made learning gains in math. 29% of students in the bottom quartile of grades 3-5 made learning gains in math.</p>
Intended Outcome	Proficiency in math will increase from 38% to 45% when teachers receive and implement job-embedded professional development of how to teach students to problem solve across content areas.
Point Person	Michelle McClellan (michelle.mcclellan@hcps.net)
Action Step	
Description	Provide professional development for teachers based on the unique needs of the school to support student achievement as reflected in the budget narrative.
Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)
Plan to Monitor Effectiveness	
Description	KPI data, FSA data, School grade data, teacher evaluation data
Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.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.

We utilize a variety of communication tools via social media, parent link, agendas, newsletters, etc. We have grade-level and school-wide parent engagement events. We have three quarterly conference nights. We partner with community institutions and local businesses to provide services for our families. We offer tutoring and enrichment through in-school and out-of-school programs as well as parent counseling and education. School personnel support social and emotional needs for the whole family. The community garden, Immersive STEM, and Math & Movement programs will engage families and the community in the education process with their students.

We will investigate the possibility of bringing on the Plant City campus of Hillsborough Community

College as community partners to support the adult learning needs of our families. We also hope to expand the adult education opportunities at Plant City High School to meet the needs of our families.

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.

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS “Building Strong School Culture” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school’s culture.

We are utilizing multi-modal education in an effort to fully engage all of our learners. By engaging our students actively we will help to prevent disruptive behavior while supporting academic achievement. We utilize the evidence-based Second Step SEL for K-5 schoolwide in an effort to decrease problem behaviors and promote school success, self-regulation, and a sense of safety and support.

We utilize a school based student/teacher mentoring program focused on developing positive relationships.

Behavior Management Plan

Included in the HCPS “Building Strong School Culture” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans.

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

Assess the implementation of the SIP:

- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?

What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

Total:	\$240,967.50
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