

Hillsborough County Public Schools

# Summerfield Crossings Elementary School



2018-19 Schoolwide Improvement Plan

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## Summerfield Crossings Elementary School

11050 FAIRWAY MEADOW DR, Riverview, FL 33579

[ 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	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

### School Grades History

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

### 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.**

Everyone Will Teach, Everyone Will Learn, Everyone Will Grow!

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

Together we will do "Whatever It Takes"!

### School Leadership Team

**Membership**

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

Name	Title
Harvey, Brian	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	1	18	25	10	11	18	0	0	0	0	0	0	0	83	
One or more suspensions	0	2	3	1	2	4	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	11	59	53	0	0	0	0	0	0	0	123	

**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	1	1	7	10	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	8	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	1	16	26	23	25	10	0	0	0	0	0	0	0	101

**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	7	15	13	10	13	17	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	1	4	1	0	0	0	0	0	0	0	6
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	5	47	43	0	0	0	0	0	0	0	95

**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	2	4	7	0	0	0	0	0	0	0	13

**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	7	15	13	10	13	17	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	1	4	1	0	0	0	0	0	0	0	6
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	5	47	43	0	0	0	0	0	0	0	95

**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	2	4	7	0	0	0	0	0	0	0	13

## 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?

The data component that performed the lowest was ELA Learning Gains of the Bottom Quartile which went from 40 to 26, a decrease of 14. Decreases in grade level data in the bottom quartile of ELA support this trend.

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

The data component that showed the greatest decline from the prior year was ELA Learning Gains of the Bottom Quartile which went from 40 to 26, a decrease of 14.

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

The data component that had the biggest gap when compared to the state average was ELA Bottom Quartile.

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

The data component that showed the most improvement was Mathematics Learning Gains of the Bottom Quartile which went from 30 to 31, an increase of 1. Grade level data indicates minimal improvement in the bottom quartile of Mathematics do not support this trend.

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

The action that took place to cause the improvement in the Mathematics Learning Gains for the Bottom Quartile was the focus on small group instruction.

### 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%	52%	56%	51%	48%	52%
ELA Learning Gains	42%	52%	55%	53%	49%	52%
ELA Lowest 25th Percentile	26%	46%	48%	53%	44%	46%
Math Achievement	49%	55%	62%	52%	52%	58%
Math Learning Gains	46%	57%	59%	44%	53%	58%
Math Lowest 25th Percentile	31%	44%	47%	39%	43%	46%
Science Achievement	36%	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	1 (7)	18 (15)	25 (13)	10 (10)	11 (13)	18 (17)	83 (75)
One or more suspensions	0 (0)	2 (0)	3 (0)	1 (1)	2 (4)	4 (1)	12 (6)
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)	11 (5)	59 (47)	53 (43)	123 (95)

#### 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	53%	53%	0%	57%	-4%
	2017	61%	56%	5%	58%	3%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	58%	55%	3%	56%	2%
	2017	50%	54%	-4%	56%	-6%
Same Grade Comparison		8%				
Cohort Comparison		-3%				
05	2018	39%	51%	-12%	55%	-16%
	2017	50%	52%	-2%	53%	-3%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	55%	-14%	62%	-21%
	2017	54%	54%	0%	62%	-8%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	54%	57%	-3%	62%	-8%
	2017	46%	56%	-10%	64%	-18%
Same Grade Comparison		8%				
Cohort Comparison		0%				
05	2018	45%	54%	-9%	61%	-16%
	2017	56%	53%	3%	57%	-1%
Same Grade Comparison		-11%				
Cohort Comparison		-1%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	52%	-18%	55%	-21%
	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	21	30	31	23	33	33	17				
ELL	32	35	47	36	55	46	9				
BLK	46	32	25	37	35	16	19				
HSP	46	39	29	47	47	39	38				
MUL	59	45		69	55		18				
WHT	64	55		53	48	23	48				
FRL	43	37	29	41	43	33	31				
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	25	37	28	25	23	13	12				
ELL	25	32	31	29	32	23	10				
ASN	58			58							
BLK	46	45	38	41	37	27	45				
HSP	47	47	46	49	49	21	40				
MUL	68	62		68	54						
WHT	70	60	15	66	53	38	67				
FRL	46	49	36	45	45	25	44				

### 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	
<b>Title</b>	Intentional, Rigorous Small Group Instruction
<b>Rationale</b>	Our instructional priority is to focus on using performance scales to intentionally provide rigorous small group instruction. This area of focus will not only strengthen instruction at the core, but will provide a strong foundation for intentional and rigorous small group instruction in the bottom quartile, core, and enrichment groups leading to gains in all academic areas for our students.
<b>Intended Outcome</b>	Summerfield Crossings Elementary School will earn the grade of C or higher by increasing the percentage of total possible points from school grade calculations from 40 to 47 for the 2018-2019 school year.
<b>Point Person</b>	Brian Harvey (brian.harvey@hcps.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide training for teachers to learn how to create performance scales in order to plan for and support intentional small group instruction (Preplanning).</li> <li>2. Provide training for teachers to develop assessments in order to accurately identify individual student proficiency level using performance scales (October).</li> <li>3. Provide weekly 1 hour support sessions with feedback around unit performance scales and assessments (September - May).</li> <li>4. Support PLCs groups as they design performance scales for small group instruction and using aligned assessments to plan for future instruction.</li> </ol>
<b>Person Responsible</b>	Brian Harvey (brian.harvey@hcps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administration to collect walk-through data on the frequency of small group instruction, instruction aligned with performance scales, and the use of aligned assessments with students. Data used to provide support to teachers as needed.</li> <li>2. Administration to formally and informally observe teachers and provide written and verbal feedback for each teacher.</li> <li>3. ILT Team Members to provide teachers with feedback aligned with small group instruction and the integration of performance scales at support sessions and PLC meetings.</li> <li>4. Teachers to progress monitor students by desegregating formative data in order to provide targeted small group instruction.</li> <li>5. ILT to monitor class and school data in order to identify and provide support to teachers.</li> </ol>
<b>Person Responsible</b>	Brian Harvey (brian.harvey@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.**

-School newsletters, student agendas, conference nights, spirit nights, PTA events on campus, our morning show, ELL parent meetings and translated documents.

**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.**

- Guidance lessons provided by the guidance counselor(s)
- One-on-one/small group guidance provided by guidance counselor and social worker
- Peer Mediators
- Kids on the Block (bullying and abuse)
- Bullying prevention/drug awareness
- Connecting with outside sources
- Filling Your Bucket /Character Ed videos
- Parental request (Guidance/Social Worker/Psychologist)

**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.

**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, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

**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.