Hudson Elementary School

2018-19 Schoolwide Improvement Plan

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Hudson Elementary School

7229 HUDSON AVE, Hudson, FL 34667

www.pasco.k12.fl.us

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	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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 school will empower all children to reach their highest potential in a positive, supportive, child-centered learning environment that encourages collaboration and respect to meet individual needs.

Provide the school's vision statement.

We will teach our students the knowledge, skills and dispositions they need in order to have endless possibilities after graduation.

School Leadership Team

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

Name	Title
Scilex, Dawn	Principal
Ennis, Clare	Assistant Principal

Duties

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

All school leadership team members are obligated to lead in our building. Leadership team will meet twice a month during first quarter and will continue to meet regularly after that. During these emetings school wide data will be problem solved and action plans will be initiated. This team will also lead initiatives on campus to lead scholars to higher achievement levels.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	40	26	24	25	31	25	0	0	0	0	0	0	0	171
One or more suspensions	4	2	4	14	10	7	0	0	0	0	0	0	0	41
Course failure in ELA or Math	8	0	0	39	3	3	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	46	70	39	0	0	0	0	0	0	0	155

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	17	9	8	39	29	20	0	0	0	0	0	0	0	122

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

Saturday 7/21/2018

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	6	18	18	21	23	16	0	0	0	0	0	0	0	102
One or more suspensions	0	4	4	6	12	7	0	0	0	0	0	0	0	33
Course failure in ELA or Math	1	4	3	4	6	14	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	3	18	0	0	0	0	0	0	0	21

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	1	4	1	5	7	11	0	0	0	0	0	0	0	29

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	6	18	18	21	23	16	0	0	0	0	0	0	0	102
One or more suspensions	0	4	4	6	12	7	0	0	0	0	0	0	0	33
Course failure in ELA or Math	1	4	3	4	6	14	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	3	18	0	0	0	0	0	0	0	21

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	1	4	1	5	7	11	0	0	0	0	0	0	0	29

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?

Fourth Grade ELA/ Math

Which data component showed the greatest decline from prior year?

Fourth Grade ELA/ Math

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

Fourth Grade ELA/ Math

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

Third Grade ELA

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

Third Grade PLC work was very effective. They used CFA data and quarterlies to closely monitor scholar progress . Small Group instruction and additional More of the Core time also was a factor in the ELA gains .

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	32%	56%	56%	28%	52%	52%
ELA Learning Gains	32%	51%	55%	38%	49%	52%
ELA Lowest 25th Percentile	51%	45%	48%	34%	38%	46%
Math Achievement	30%	59%	62%	23%	51%	58%
Math Learning Gains	30%	57%	59%	34%	50%	58%
Math Lowest 25th Percentile	24%	44%	47%	32%	36%	46%
Science Achievement	32%	56%	55%	28%	48%	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	40 (6)	26 (18)	24 (18)	25 (21)	31 (23)	25 (16)	171 (102)
One or more suspensions	4 (0)	2 (4)	4 (4)	14 (6)	10 (12)	7 (7)	41 (33)
Course failure in ELA or Math	8 (1)	0 (4)	0 (3)	39 (4)	3 (6)	3 (14)	53 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	46 (0)	70 (3)	39 (18)	155 (21)

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	41%	57%	-16%	57%	-16%
	2017	33%	60%	-27%	58%	-25%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	22%	55%	-33%	56%	-34%
	2017	53%	59%	-6%	56%	-3%
Same Grade Comparison		-31%				
Cohort Comparison		-11%				
05	2018	29%	56%	-27%	55%	-26%
	2017	32%	52%	-20%	53%	-21%
Same Grade Comparison		-3%				
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	59%	-20%	62%	-23%
	2017	34%	58%	-24%	62%	-28%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	17%	59%	-42%	62%	-45%
	2017	46%	61%	-15%	64%	-18%
Same Grade Comparison		-29%				
Cohort Comparison		-17%				
05	2018	28%	58%	-30%	61%	-33%
	2017	21%	52%	-31%	57%	-36%
Same Grade Comparison		7%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	31%	56%	-25%	55%	-24%
	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	19	30		15	20	20					
ELL	40			27							
HSP	26	26		26	16						
MUL	40			55							
WHT	33	35	56	30	32	25	35				
FRL	29	32	50	27	28	26	28				
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	13	57	60	9	24	13					
ELL				15							
HSP	29	50		31	36		24				
MUL	18			9							
WHT	41	61	70	33	46	47	32				
FRL	35	59	65	30	41	39	31				

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	Data Driven Instruction
Rationale	Staff will use scholar data to drive decisions in all content areas. Scholar work analysis will be used in K-5 classrooms.
Intended Outcome	Third through Fifth Grade Scholars will increase ELA data by 18% based on 2019 FSA results. Third through Fifth Grade Scholars will increase Math data by 20% based on 2019 FSA results. Lowest quartile data will increase by 26% in Math.
Point Person	Dawn Scilex (dscilex@pasco.k12.fl.us)
Action Step	
Description	SIPPS curriculums will be purchased and used with lowest quartile scholars by intervention teacher. Effective feedback loops will be conducted by coaching team on a weekly basis. Develop and deliver effective PD around best practice and content areas. Teach Like a Champion will continue to drive learning culture. PD will continue to be given and followed up on. Decrease class size by adding an additional instructional unit. Additional .2 math and ELA coach members to assist with PLC work and classroom strategies
Person Responsible	Dawn Scilex (dscilex@pasco.k12.fl.us)
Plan to Monitor Effectiveness	
Description	NWEA data will be used to show scholar growth. IRLA data will be analyzed monthly to monitor growth. CFA's will be given every three weeks to monitor standards based mastery/ growth Quarter one and three quarterlies will monitor growth 2019 FSA Culture walk throughs Coaching supports / weekly meetings PD to practice tools used to monitor PD usage and follow up needs
Person Responsible	Dawn Scilex (dscilex@pasco.k12.fl.us)

Activity #2	
Title	High Impact Instruction
Rationale	Scholars will receive rigorous instruction in all classrooms.
Intended Outcome	Intended outcome of high impact instruction is to increase proficiency rates by closing achievement gaps.
Point Person	Dawn Scilex (dscilex@pasco.k12.fl.us)

Action Step	
Description	PLC's will meet weekly for a 50 minutes planning session. PD sessions after school hours to allow instructional and non instructional to remain in classrooms during scholar contact time. Technology devices will be added to classrooms to increase use of technology tools such as Nearpod, flipgrid to increase instructional engagement in classrooms. Hold a three day retreat on Best Practices and Content specific work. This retreat will be for instructional and non instructional staff members. Additional .2 math and ELA coach members to assist with PLC work and classroom strategies
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	PLC agenda/ follow through on action plans Good to great Walkthroughs PD to practice attendance logs/ practice time Learning Fairs Student engagement walkthrough data IRLA CFA's NWEA FSa
Person Responsible	Dawn Scilex (dscilex@pasco.k12.fl.us)

Activity #3	
Title	Collaborative Culture w/ all stakeholders
Rationale	Build strong relationships with stakeholders in order to strengthen instructional classrooms.
Intended Outcome	Continue to support family engagement around academic topics Provide Cougar Cafe learning events for all families Allow community partners to support family intiatives
Point Person	Dawn Scilex (dscilex@pasco.k12.fl.us)
Action Step	
Description	.5 Parent Involvement Coordinator Weekly Cougar Cafe events Monthly parents events (All Pro Dads/ Mornings with Moms) Community Business Partner Events PLC work Peer regocnition Additional .2 math and ELA coach members to assist with PLC work and classroom strategies
Person Responsible	Dawn Scilex (dscilex@pasco.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Attendance Rosters PLC Agenda Peer regocnition Board Increase scholar data based on IRLA, CFA's, Quarterlies, NWEA, and 2019 FSA
Person Responsible	Dawn Scilex (dscilex@pasco.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, § 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.

Increase the number academic, school-based activities offered to families during the year. Cougar Cafe , parent PD sessions, will be held weekly. Staff will offer quarterly Check in conferences so they are regularly updated on progress and given next steps.

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.

Our student services team consists of school counselor, full time social worker, school psychologist and nurse among others who support the social-emotional needs of our students. Tier 1 support includes monthly guidance lessons. Tier 2 includes small needs based groups facilitated by the school counselor and / or student services team. Second Step will be used as a Tier one curriculum this year. This program will be implemented by staff in classroom setting. K-2 morning meeting will also include second step materials.

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

The teacher for our Pre-K class plans with our kindergarten PLC.
We offer a kinder camp for incoming kindergarten students in order for them to become familiar with the school and school routines. Parents are invited in for a portion of this camp in order to provide them with information regarding kindergarten expectations.
Kindergarten students are assessed prior to, or upon entering, in order to determine individual and group needs and to assist in the development of effective, core and supplemental instruction.
Screening tools include FLKRS and IRLA.

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-based leadership team meets twice a month for the purpose of monitoring our MTSS and progress toward our SIP goals. The team will review grade level data from common benchmark assessments to measure progress. In addition, the team will conduct instructional walkthroughs and collect data on the implementation of SIP strategies across the school. These data points will guide professional development and coaching supports for teachers, and intervention support for students. Quarterly data collections will happen as each classroom is visited and observed on the IPG walkthrough tool, Good to Great form.

Title 1 funding is used to support our SIP initiatives. This year funds were used to purchase 2Early Intervention Teachers (K and First Grade), and 1 Guidance Counselor and 1 full time parent involvement coordinator.

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

Three college campus visits will occur.

Part V: Budget	
Total:	$246,382.50