

Broward County Public Schools

Castle Hill Elementary School



2018-19 Schoolwide Improvement Plan

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Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[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	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	100%

School Grades History

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

School Board Approval

This plan is pending approval by the Broward 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 Mission of Castle Hill Elementary School is to promote academic excellence by providing a safe, rewarding, and nurturing learning environment as well as optimum learning opportunities for our students resulting in their development of becoming responsible and productive citizens.

Provide the school's vision statement.

Castle Hill Elementary is dedicated to the mission of educating children to learn to the best of their ability in relationship to their individual needs, and to guide them to grow into productive, responsible citizens. We will challenge students to read more, to enhance their writing skills, to develop problem solving skills and to broaden their knowledge of scientific concepts. Our goal is to maintain parent and community involvement through consistent communication of school events and parent training activities.

School Leadership Team

Membership

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

Name	Title
Ingram-Phillips, Letitia	Principal
Gentles, Christopher	Assistant Principal
Timmons, Jessika	Instructional Coach
Trotter, Tennell	Instructional Coach
Fields, Melanie	Teacher, ESE
Rozier, Natay	Other
Wilkerson-Williams, Hope	School Counselor

Duties

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

Mrs. Letitia Ingram-Phillips is the Principal who oversees the function of the school. As the Instructional Leader, Mrs. Ingram-Phillips collaborates with all stakeholders to make sure the school is running effectively and that all faculty and staff members and students are working in a safe learning environment.

Dr. Christopher Gentles is the Assistant Principal who helps run the school and makes sure everyone is working diligently. He collaborates with internal as well as external stakeholders to make sound decisions for the school and ensure that students are making the appropriate gains each year.

Dr. Jessika Timmons is the Literacy Coach. She makes sure all teachers have the reading resources and training needed to help their students succeed and make learning gains in reading. She is part of the Support Team and works collaboratively with the team to make decisions for the school.

Ms. Tennell Trotter is the Math Coach. She makes sure all teachers have the math resources and training they need to help their students succeed in math. She is part of the Support Team and works collaboratively with the team to make decisions for the school.

Dr. Melanie Fields is the K-5 ESE Support teacher and the Equity Liaison. She collaborates with teachers to make sure her students with disabilities are getting the skills needed to make learning gains and growth in academics and behavior. She is part of the Support Team and works collaboratively with the team to make decisions for the school.

Mrs. Natay Rozier is the Speech/Language Pathologist and Rtl Specialist. She collaborates with teachers to make sure her students with disabilities are getting the skills needed to improve their speech and/or language. She is part of the Support Team and works collaboratively with the team to make decisions for the school.

Ms. Annie Francis, is the Guidance Counselor. She will work diligently with all teachers and staff to provide counseling and emotional and social support to our students as well as training to our teachers, staff, and parents. Ms. Francis is a member of the Support Team and she will work with the team to help make decisions for the school.

The school-based MTSS Team works collaboratively with the School Improvement Team and School Advisory Committee to develop and implement the School Improvement Plan. Strategies and materials are developed as part of the School Improvement Plan to address the needs of the students. The staff will be trained on the process for identifying and referring students for support. The MTSS team collaborates to facilitates the process in initiating goals for the School Improvement Plan.

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	28	27	23	16	15	13	0	0	0	0	0	0	0	122
One or more suspensions	2	3	2	0	3	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	40	48	32	0	0	0	0	0	0	0	120

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	19	18	14	6	12	5	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	7	16	23	4	0	0	0	0	0	0	0	0	51
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 7/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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	27	23	19	18	22	14	0	0	0	0	0	0	0	123
One or more suspensions	1	2	1	4	2	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	44	49	40	0	0	0	0	0	0	0	133

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	5	4	11	11	6	0	0	0	0	0	0	0	37

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?

English-Language Arts (ELA) performed the lowest. Yes, over the years we have seen a trend in ELA performing lower than other subject areas assessed.

Which data component showed the greatest decline from prior year?

For third grade, ELA had a 0% decline and Math had a 8% decline. For fourth grade, ELA had a 6% decline and Math had an 18% decline. For fifth grade, ELA had a 9% decline and a 1% decline in Math. This school year, Math showed the greatest decline in third and fourth grade.

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

For the 2017-2018 school year, when compared to the state, third grade showed a 31% decline in ELA and a 23% decline in Math. Fourth grade showed a 31% decline in ELA and a 31% decline in Math. Fifth grade showed a 23% decline in ELA and a 13% decline in Math. After reviewing the data, ELA continues to show the biggest gap when compared to the state.

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

Math usually shows the most improvement but this school year it did not.

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

In previous years, the actions that led to improvement in Math was the consistency, professional development, and collaborative efforts that helped students understand Math and develop a love for learning it.

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	30%	56%	56%	30%	50%	52%
ELA Learning Gains	42%	57%	55%	44%	52%	52%
ELA Lowest 25th Percentile	42%	51%	48%	46%	45%	46%
Math Achievement	42%	62%	62%	35%	57%	58%
Math Learning Gains	48%	60%	59%	46%	58%	58%
Math Lowest 25th Percentile	38%	47%	47%	48%	45%	46%
Science Achievement	24%	49%	55%	35%	43%	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	28 ()	27 ()	23 ()	16 ()	15 ()	13 ()	122 (0)
One or more suspensions	2 ()	3 (0)	2 (0)	0 (0)	3 (0)	2 (0)	12 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	40 (0)	48 (0)	32 (0)	120 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	26%	59%	-33%	57%	-31%
	2017	26%	57%	-31%	58%	-32%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	25%	58%	-33%	56%	-31%
	2017	31%	56%	-25%	56%	-25%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
05	2018	32%	56%	-24%	55%	-23%
	2017	41%	54%	-13%	53%	-12%
Same Grade Comparison		-9%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	63%	-24%	62%	-23%
	2017	47%	61%	-14%	62%	-15%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	31%	63%	-32%	62%	-31%
	2017	49%	64%	-15%	64%	-15%
Same Grade Comparison		-18%				
Cohort Comparison		-16%				
05	2018	48%	62%	-14%	61%	-13%
	2017	49%	60%	-11%	57%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	23%	51%	-28%	55%	-32%
	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	27		35	38		23				
ELL	30	53	55	35	47	20	30				
BLK	30	42	43	42	49	38	22				
FRL	30	42	40	42	49	38	22				

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	30	75		62	67		24				
ELL	24	54	50	46	64		7				
BLK	34	63	65	49	65	58	33				
FRL	33	62	65	50	66	57	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title English-Language Arts

Rationale Over the years, Castle Hill has seen a decline in reading skills, particularly in the areas of phonics, vocabulary, and comprehension. Students in K-5 lack the necessary phonics skills, decoding skills, and vocabulary skills needed to read on grade level and to then comprehend grade level material becomes a more difficult task. Some students are one or more grade levels beyond, yet they are required to read and comprehend using grade level material and assessments. The rationale is to provide teachers with resources and a schedule to properly instruct their students, to have paraprofessionals assist with working with students in small groups, and to provide training to all teachers and staff to get positive outcomes in reading and writing.

Intended Outcome The school will purchase a Phonics program to be used in grades K-3 that will be used strategically and consistently. The school will use the Fountas & Pinnell LLI program to provide Tier I reading intervention for students in K-5. The school will use computers to provide daily practice in reading and writing. Reading curriculum will be used during small groups. With these programs in place, the intended outcome is for students to make learning gains in reading so that we can help them catch up so that by the end of the year, they are ready to read on or close to their grade level. We want all of our students reading on or close to their grade level by the end of the year. We want our students to be able to think and write complete and coherent sentences on a given topic.

Point Person Jessika Timmons (jessika.timmons@browardschool.com)

Action Step

- 1) Provide teachers and paraprofessionals with the professional development and training needed to instruct and assist students in reading and writing.
- 2) Provide teachers with reading resources and material needed to make sure the learning environment is structured.
- 3) Perform classroom walkthroughs and observations to make sure learning is taking place and is done with fidelity. If instruction is not appropriate for student learning, then feedback and the necessary training will be provided.
- 4) Data chats and monitoring will be conducted monthly.
- 5) Fountas & Pinnell BAS, i-Ready, and SchoolCity assessment data will be used to drive instruction.
- 6) Core reading curriculum, Saxon Phonics & Spelling, Ready LAFS, Great Leaps, and New Reading Standards will be used during literacy block (small and whole groups as needed).
- 7) Centers will be created and will be aligned with standards.
- 8) Writing curriculum across grade levels during literacy block.

Person Responsible Jessika Timmons (jessika.timmons@browardschool.com)

Plan to Monitor Effectiveness

Classroom walkthroughs and observations will be performed throughout the school year to make sure teachers are doing what they are saying in the lesson plans and in data chats. Immediate feedback will be provided to make sure teachers make the necessary changes needed and to also receive the training they need to better instruct their students.

Description The cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and resources.

Data chats will be conducted monthly so that face-to-face meetings per grade level team are held to discuss student data and goals to move forward. Professional development will be provided within the small group data chat meetings and best practices will be shared.

Person Responsible Letitia Ingram-Phillips (letitia.ingram@browardschools.com)

Activity #2

Title Math

Rationale Castle Hill has seen a decline in math growth in the areas of fluency and analyzing word problems. The rationale is to improve fluency in basic facts and to help students solve math word problems accurately.

Intended Outcome With the extra resources and time, Castle Hill plans to see an increase in learning gains and growth across the grades. Students will transition from grade to grade with the math skills they need in order to prevent a delay in learning the components needed for the school year and they will retain what they have been taught.

Point Person Tennell Trotter (tennell.trotter@browardschools.com)

Action Step

- 1) Teachers and paraprofessionals will be provided with professional development and training needed to instruct students properly.
- 2) Teachers will be provided with the math resources needed to drive instruction.
- 3) Students in K-5 will use the computerized educational program, Reflex Math, the Common Core Math 4 Today and the Add Math curriculum to gain fluency skills in math.

Description 4) Students in grades K-5 will use Common Core Math for Today as their Before Math Routine; GOMath for their During Math routine; and Reflex Math/i-Ready and Add Math for their After Math routine (along with small groups).

5) Wyllies will be used during Crunch Time for grades 3-5.

6) Data will be collected from GoMath Prerequisite and Before, Middle, and End of the year assessments; from i-Ready and Reflex Math, and from SchoolCity assessment data to assist in providing additional assistance.

Person Responsible Tennell Trotter (tennell.trotter@browardschools.com)

Plan to Monitor Effectiveness

Classroom walkthroughs and observations will be used to provide teachers with immediate feedback.
Data will be collected from GoMath, SchoolCity, i-Ready, and Reflex Math.

Description The cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and resources.

Data chats will be held monthly to discuss and analyze student data. Professional development and discussions will be provided during data chats.

Person Responsible Letitia Ingram-Phillips (letitia.ingram@browardschools.com)

Activity #3	
Title	Science
Rationale	Students have been lacking science instruction across the grades. More hands-on experiences and detailed instruction needs to be provided in order to see students take an interest in science and to make learning gains in science.
Intended Outcome	Students in K-2 will use the core science curriculum. Students in grades third through fifth will participate in Science using the Science Boot Camp kits. The intended outcome is to see all students in fifth grade make a 10% or higher growth in Science as well as develop an interest in Science.
Point Person	Tennell Trotter (tennell.trotter@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none">1) Math/Science Coach will provide teachers and paraprofessionals with the professional development and training needed to instruct students with fidelity.2) Teachers will adhere to Science block provided to teach Science using the materials and resources provided.3) Students will be assessed using SchoolCity and the J&J Science Boot Camp assessments.4) Data will be monitored and discussed during data chats.
Person Responsible	Tennell Trotter (tennell.trotter@browardschools.com)
Plan to Monitor Effectiveness	
Description	<p>Classroom walkthroughs and observations will be conducted throughout the school year. Immediate feedback will be provided to teachers and professional development as needed.</p> <p>The cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and resources.</p> <p>Data chats will be held throughout the school year to discuss and analyze student data, to share best practices, and to provide professional development sessions in small groups.</p>
Person Responsible	Letitia Ingram-Phillips (letitia.ingram@browardschools.com)

Activity #4

Title Family and Community Engagement

Rationale Based on parent surveys and face-to-face meeting with parents, Castle Hill's rationale is to increase family and community support, by creating a Parent Resource Room to help communicate with and support our families.

Intended Outcome The Cavalier Parent Resource Room will be used to provide parents with information and resources to keep them knowledgeable about school and community events, to assist them in completing school forms and surveys as well as providing them with a safe and comfortable haven to feel part of our school family.

Point Person Melanie Fields (melanie.fields@browardschools.com)

Action Step

- Description**
- 1) Castle Hill Elementary will Implement the Cavalier Parent Resource Room that will provide opportunities for parents to access educational services and resources to meet the needs of our families.
 - 2) The Cavalier Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.
 - 3) Support personnel will be available to assist parents in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services via documents and the computer.

Person Responsible Melanie Fields (melanie.fields@browardschools.com)

Plan to Monitor Effectiveness

Description Resources will be provided and there will be a parent sign-in/out sheet.

Person Responsible Christopher Gentles (christopher.gentles@browardschools.com)

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.

To gather information from stakeholders, outside of the school setting, parent surveys are sent home to welcome their input and to help the school gather data that will help them address curriculum, social emotional needs, and communication. Those surveys returned are used to help develop school-wide goals and objectives for the school year. Through School Advisory Council (SAC), School Advisory Faculty (SAF), parent conferences, academic parent nights, and other school events, parents are invited to share their input concerning academics and social emotional learning for students. Suggestions, comments, and concerns are shared with all staff and considered for implementation in school wide

plans.

Parents and other community stakeholders are invited to our SAC and SAF meetings to help revise and develop our School Improvement Plan, make decisions about academics and finances for the betterment of our school. Parents and other community stakeholders are invited to our parental engagement family nights where they not only receive free resources and information, but build everlasting experiences with their children. School newsletters and fliers are used to keep our families and community stakeholders informed of what is happening at our school and within the school community.

We will create the Cavalier Parent Resource Room where parents can use computers to complete school forms, get documents such as brochures and magazines, and stay in-tuned to what is going on in the school.

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.

To ensure the social-emotional needs of all students are met, direct observations of students are used. Some students receive support through their Individual Educational Plan (IEP), some are referred to the Response to Intervention (RtI) team, and some are referred to the guidance counselor or social worker. The individuals to whom the students are referred to will meet and collaborate on ideas to meet the needs of the students. Best practices and resources are shared with teachers, staff, and also parents to help meet the needs of our students. To provide additional counseling services to our students who have mental and emotional challenges, we have a guidance counselor, one social worker, and on-site counselors from outside agencies who work with our students one-on-one.

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

The Leadership Team meets with grade levels to discuss student data and then grade levels collaborate during PLCs to discuss issues or to share best practices when working with students transitioning from one grade to the next. Teachers, students, and parents share their opinions via surveys, which also helps guide how students will be educated from one grade level to the next. Observations, data chats, incentive programs, peer mentoring, counseling, and other strategies are in place to help students transition in and out of each grade level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership meets with the Support Team and with grade levels to discuss and analyze data. The data guides the team to decide what needs are a priority and have to be addressed immediately. The data helps the Leadership Team decide if teachers need to be flexible and moved to a different grade level, what paraprofessionals are a best fit for certain grade levels, and what curriculum will be used for maximized student outcomes. School Advisory Council (SAC) and School Advisory Faculty (SAF) meetings are held to discuss school improvements, as well as how funds will be used for the school. SAC meetings are held every month. The leadership team works closely with the Confidential Secretary and Business Support member to discuss how funds will and can be used.

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

Students at Castle Hill are provided with daily practice on laptops and/or iPads, and they have available interactive technology via the Recordex Board and Mimeo. Students in the intermediate grades have practice typing using Word and are able to create presentations sign PowerPoint. Students in the intermediate grades get experience with technical technology during the Morning Announcement show. In the technology room, students are taught how to work the camera and other technology for preparation of the morning announcements.

For career readiness, students are exposed to various career options throughout the school year. For students in second, fourth, and fifth grade, the Kids and the Power of Work (KAPOW) program comes to the school to provide presentations about their careers and the education needed to fulfill those careers. Students participating in the KAPOW program are able to visit the businesses throughout the school year. Students in fifth grade are able to participate in hands-on learning and job training at the Junior Achievement (JA) Biz Town program for an entire day. Students have to utilize the JA Biz Town curriculum before attending the JA Biz Town site. Every school year, all students at Castle Hill Elementary participate in the school-wide Career Day event where over 50 businesses and entrepreneurs present students with education advice, career options, and free gifts. Selected students are able to participate in a college sleepover experience at Florida Atlantic University.

Part V: Budget

Total:	\$289,702.50
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