Highlands Grove Elementary School

2018-19 Schoolwide Improvement Plan

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Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

www.polk-fl.net/highlandsgrove

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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.

At Highlands Grove Elementary our goal is to provide engaging instruction to our students and ensure that every student will achieve measurable learning gains. I make a difference!

Provide the school's vision statement.

Highlands Grove Elementary believes that all children can learn and that all teachers can find ways for the students to learn. The mission of Highlands Grove Elementary is to enhance the development of the total child with a life-long love of learning. That they may become a contributing member of society and display an eagerness to learn by participating in an academically challenging environment for students, staff, parents and community.

School Leadership Team

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

Name	Title
Henry, Ben	Principal
Brackman, Gina	Teacher, K-12
Franklin, Meagan	Teacher, K-12
Stone, Nicole	Instructional Coach
Fish, Heather	School Counselor
milcich, megan	Teacher, K-12
Sweezey, Gina	Teacher, K-12

Duties

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

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	23	22	17	16	16	13	0	0	0	0	0	0	0	107
One or more suspensions	4	6	7	8	12	8	0	0	0	0	0	0	0	45
Course failure in ELA or Math	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	2	11	7	0	0	0	0	0	0	0	20

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	4	6	7	8	10	8	0	0	0	0	0	0	0	43

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)	4	9	16	6	22	7	0	0	0	0	0	0	0	64

Date this data was collected
Wednesday 6/27/2018

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	0	3	0	3	1	1	0	0	0	0	0	0	0	8
One or more suspensions	0	4	2	4	0	6	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	4	3	0	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	6	0	0	0	0	0	0	0	0	0	6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	5	3	2	0	0	0	0	0	0	0	10

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	0	3	0	3	1	1	0	0	0	0	0	0	0	8
One or more suspensions	0	4	2	4	0	6	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	4	3	0	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	6	0	0	0	0	0	0	0	0	0	6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	5	3	2	0	0	0	0	0	0	0	10

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 25% (ELA and learning gains)
*Increase gains

Which data component showed the greatest decline from prior year?

Bottom 25% (ELA)

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

The biggest gap was in ELA bottom 25%

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

The most improvement was shown in science. This is not a trend we have been moving upward in this component for the last three years.

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

*Structure of enrichment time/MTSS
*More reading components in science

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	71%	50%	56%	69%	48%	52%
ELA Learning Gains	57%	51%	55%	62%	49%	52%
ELA Lowest 25th Percentile	35%	45%	48%	51%	42%	46%
Math Achievement	83%	58%	62%	80%	54%	58%
Math Learning Gains	81%	56%	59%	84%	52%	58%
Math Lowest 25th Percentile	69%	44%	47%	69%	41%	46%
Science Achievement	76%	53%	55%	65%	46%	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	23 (0)	22 (3)	17 (0)	16 (3)	16 (1)	13 (1)	107 (8)
One or more suspensions	4 (0)	6 (4)	7 (2)	8 (4)	12 (0)	8 (6)	45 (16)
Course failure in ELA or Math	0 (0)	2 (4)	1 (3)	0 (0)	0 (0)	0 (0)	3 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (6)	11 (0)	7 (0)	20 (6)

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	75%	51%	24%	57%	18%
	2017	77%	53%	24%	58%	19%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	57%	48%	9%	56%	1%
	2017	71%	51%	20%	56%	15%
Same Grade Comparison		-14%				
Cohort Comparison		-20%				
05	2018	78%	50%	28%	55%	23%
	2017	61%	44%	17%	53%	8%
Same Grade Comparison		17%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	56%	28%	62%	22%
	2017	71%	58%	13%	62%	9%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	76%	57%	19%	62%	14%
	2017	84%	60%	24%	64%	20%
Same Grade Comparison		-8%				
Cohort Comparison		5%				
05	2018	86%	56%	30%	61%	25%
	2017	77%	47%	30%	57%	20%
Same Grade Comparison		9%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	75%	51%	24%	55%	20%
	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	25	28	21	45	57	48					
ELL	37	37	25	73	79						
BLK	40	37	21	51	52	53	10				
HSP	63	60	47	77	81	69	57				
WHT	81	61	43	92	87	83	90				
FRL	60	51	36	76	74	66	67				
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	31	33	36	38	62	53	25				
ELL	33	59	71	67	78	81					
BLK	35	51	56	54	65	56	30				
HSP	56	58	59	79	82	86	42				
WHT	84	74	76	86	80	53	76				
FRL	54	61	65	68	74	68	40				

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	Bottom 25 ELA (Small Group Instruction)
Rationale	Teacher's will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain.
Intended Outcome	Our outcome is to increase this data component by 3%
Point Person	Ben Henry (benjamin.henry@polk-fl.net)
Action Step	
Description	We will use the following resources during small group time outside of the ELA block to provide remediation in grades 3,4, and 5.
Person Responsible	Gina Brackman (gina.brackman@polk-fl.net)
Plan to Monitor Effectiveness	
Description	This will be monitor during classroom observation by the administrator team. The school will also conduct data chat every nine weeks to monitor how these students are progressing towards mastery of standards. Our Literacy coach will work with our teachers during curriculum planning for teachers. We will used the following materials: Florida Ready, Stars and Cars, weekly readers (Time for kids), and classroom libraries.
Person Responsible	Ben Henry (benjamin.henry@polk-fl.net)

Activity #2	
Title	ELA learning gains
Rationale	Teacher's will identify students that need ten or more points in reading to count towards a learning gain for the school. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain.
Intended Outcome	Our outcome is to increase this data component by 3%
Point Person	Ben Henry (benjamin.henry@polk-fl.net)
Action Step	
Description	Used FSA data to design specific professional development for teachers to develop rigorous tasks that meet the expectations of the Florida standards
Person Responsible	Ben Henry (benjamin.henry@polk-fl.net)
Plan to Monitor Effectiveness	
Description	• Designated essential standards that are vertically aligned across campus • ·Learning target for each standard at each grade level • ·Subject specific data chat every nine weeks or at the interim.
Person Responsible	Ben Henry (benjamin.henry@polk-fl.net)

Activity #3	
Title	Bottom 25 ELA (Writing)
Rationale	Teacher's will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain.
Intended Outcome	Our outcome is to increase this data component by 3%
Point Person	Ben Henry (benjamin.henry@polk-fl.net)

Action Step	
Description	Implement a grade level writing program (Being a Writer) for our 3rd grade. We are currently using Being a Writer in K-2. • ·We will create targeted lessons that address organization and elaboration. • ·Mrs. Plowden will provide 5th grade ELA teachers a PLC to address students who earned a zero on the previous year ELA writing test. • ·Push in support will be provided to our 5th grade ELA teachers during their writing block. This push in support will be done with our Literacy coach as well as our Classroom/parent involvement paraprofessional.
Person Responsible	Gina Brackman (gina.brackman@polk-fl.net)

Plan to Monitor Effectiveness	
Description	This will be monitor during classroom observation by the administrator team. The school will also conduct data chat every nine weeks to monitor how these students are progressing towards mastery of standards.
Person Responsible	alexander mcluckey (alexander.mcluckey@polk-fl.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.

Our school utilizes our PTO, weekly news video, teacher conferences and our remind 101 text messager program. The parent portal is promoted for parents to keep informed of their child's progress between interim and report card dates. Parent nights and orientation day are planned for parents to become acquainted with their child's teacher and classroom. Evening student performances for parents encourage a positive relationship with 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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):
• Champs
• PBIS
• DrumBeats

Highlands Grove has a Problem Solving team that meets weekly to address students academic, social, emotional or behavior concerns. The team consists of ESE teachers, school counselor, school psychologist, school administration and teachers. Interventions are implemented and monitored. ESE teachers and the counselor offer social skills counseling. The school psychologist, counselor and social worker counsel individually with students and offer assistance to parents with community agency referrals. The school social worker will make home visits as needed to help with families who may need assistance. We also, have a mentoring program called Helping Heroes where students who need more support are matched with a staff member and use the check in check out system.

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

PRE-K
Kindergarten Round Up
5th graders visiting/touring middle schools
WE3 Expo

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.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

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

• Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning

Part V: Budget

Total:	$0.00