Highland City Elementary School

2018-19 Schoolwide Improvement Plan

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Highland City Elementary School

5355 9TH STREET SE, Highland City, FL 33846

http://schools.polk-fl.net/highland_city

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	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

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.

The Mission of Highland City Elementary is to provide a safe, nurturing learning environment where all stakeholders take responsibility for students reaching their highest potential. This will be accomplished through implementing focused professional development which ensures a highly qualified staff; providing the students with a high-quality instruction which will result in increased academic learning gains for all students; and ensuring that the school is part of the community and the community is part of the school. Parents, community, and the school staff will strive to work together to help the children grow educationally, physically, emotionally, and socially while strengthening the values of our community.

Provide the school's vision statement.

Our vision for Highland City Elementary is for each student to master the skills necessary to progress as lifelong learners who will become responsible citizens of our society.

School Leadership Team

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

Name	Title
Weingarth, Amy	Principal
Horvatin, Jen	Teacher, K-12
Pearce, Mary	Instructional Technology
Nettles, cindy	School Counselor
	Assistant Principal
stampe, christina	Teacher, ESE
Bowman, Mandy	Teacher, K-12
Ally, Courtney	Teacher, K-12
Wooley, Patricia	Teacher, K-12
Monahan, Jonna	Teacher, K-12
Smith, Phyllis	Teacher, K-12
Wengerd, Meghan	Teacher, K-12

Duties

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

The School-Based Leadership Team meets weekly to examine data from STAR and ongoing reading and math assessments. The team looks for trends in data, brainstorms interventions and discusses resources for teachers. They focus on curriculum needs as teachers continue to implement the
Florida Standards. In addition, the instructional coach and administration meet to ensure the coaching cycle is being implemented on campus with fidelity.

The administration provides a common vision for the use of data-based decision-making, models the Problem Solving Process, supervises the development of a strong infrastructure for implementation of MTSS, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation of MTSS school-wide, ensures resources are assigned to those areas in need, and communicates with parents regarding school-based MTSS plans and activities.

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	4	10	11	15	7	15	0	0	0	0	0	0	0	62
One or more suspensions	1	1	4	4	2	3	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	3	0	4	2	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	12	15	20	0	0	0	0	0	0	0	47

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	1	1	2	2	2	0	0	0	0	0	0	0	9

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	3	2	0	0	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	1	5	0	1	10	9	0	0	0	0	0	0	0	26

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	8	6	15	8	12	2	0	0	0	0	0	0	0	51
One or more suspensions	0	0	4	5	0	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	5	2	12	6	3	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	7	11	12	0	0	0	0	0	0	0	30
Level 1 statewide math	0	0	0	6	9	9	0	0	0	0	0	0	0	24

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	0	2	4	6	0	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	8	6	15	8	12	2	0	0	0	0	0	0	0	51
One or more suspensions	0	0	4	5	0	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	5	2	12	6	3	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	7	11	12	0	0	0	0	0	0	0	30
Level 1 statewide math	0	0	0	6	9	9	0	0	0	0	0	0	0	24

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	0	2	4	6	0	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?

Learning gains for the lowest 25% of students in 4th and 5th grade in ELA and Math are the data points that performed the lowest.
Yes, the trend data show the following percentage proficient:
ELA: 15-16 (52), 16-17 (43), 17-18 (41)
Math: 15-16 (36), 16-17 (32), 17-18 (29)

Which data component showed the greatest decline from prior year?

The data component with the greatest decline from 16-17 is learning gains in 4th and 5th grade for the lowest 25% in Math with a decrease of 3%. 16-17 (32), 17-18 (29)

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

Compared to the state average 4th and 5th grade Math proficiency percentages had the largest gap with a 4% difference
4th grade state-62% proficient and 5th grade state-61%
4th grade Highland City Elementary-58% proficient and 5th grade Highland City Elementary-57% proficient

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

The data components that showed the most improvement are learning gains in ELA and Math. Learning gains in Math increased from 47% to 57% and learning gains in ELA increased from 47% to 57%. In addition, the percentage of students proficient increased from 43% to 60% in 3rd grade Math and 36% to 58% in 5th grade Math.

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

The actions and changes that led to this improvement are consistent collaborative planning with vertical teams and instructional coaches, tiered academic support for individual student needs, and consistent data analysis to group students according to academic needs.

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	58%	50%	56%	57%	48%	52%
ELA Learning Gains	53%	51%	55%	60%	49%	52%
ELA Lowest 25th Percentile	41%	45%	48%	52%	42%	46%
Math Achievement	59%	58%	62%	58%	54%	58%
Math Learning Gains	57%	56%	59%	47%	52%	58%
Math Lowest 25th Percentile	29%	44%	47%	36%	41%	46%
Science Achievement	53%	53%	55%	56%	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	4 (8)	10 (6)	11 (15)	15 (8)	7 (12)	15 (2)	62 (51)
One or more suspensions	1 (0)	1 (0)	4 (4)	4 (5)	2 (0)	3 (2)	15 (11)
Course failure in ELA or Math	0 (5)	3 (2)	0 (12)	4 (6)	2 (3)	0 (2)	9 (30)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (7)	15 (11)	20 (12)	47 (30)

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	62%	51%	11%	57%	5%
	2017	66%	53%	13%	58%	8%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	57%	48%	9%	56%	1%
	2017	57%	51%	6%	56%	1%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
05	2018	54%	50%	4%	55%	-1%
	2017	50%	44%	6%	53%	-3%
Same Grade Comparison		4%				
Cohort Comparison		-3%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	56%	4%	62%	-2%
	2017	43%	58%	-15%	62%	-19%
Same Grade Comparison		17%				
Cohort Comparison						
04	2018	55%	57%	-2%	62%	-7%
	2017	66%	60%	6%	64%	2%
Same Grade Comparison		-11%				
Cohort Comparison		12%				
05	2018	58%	56%	2%	61%	-3%
	2017	36%	47%	-11%	57%	-21%
Same Grade Comparison		22%				
Cohort Comparison		-8%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	52%	51%	1%	55%	-3%
	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	23	28	22	27	31	22	16				
ELL	54			54							
BLK	43	65	55	37	35		27				
HSP	64	50		67	67						
WHT	59	51	35	63	59	28	61				
FRL	52	49	40	54	50	25	40				
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	3	12	19	6	19	25					
BLK	38	38		35	44						
HSP	69	61		54	43		62				
WHT	63	46	47	56	50	25	52				
FRL	47	30	32	44	39	29	43				

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	Improve Core Instruction
Rationale	The three-year data shows a stagnant trend. ELA proficiency: 15-16 (57), 16-17 (60), 17-18 (58) Math proficiency: 15-16 (58), 16-17 (51), 17-18 (59) Science proficiency: 15-16 (56), 16-17 (55), 17-18 (53)
Intended Outcome	Increase FSA English Language Arts, Mathematics, and Science proficiency by 5%
Point Person	Amy Weingarth (amy.weingarth@polk-fl.net)

Action Step	
Description	During the school year, teachers will be provided professional development from administrators and instructional coaches during PLCs and teacher work days. The content of the professional development sessions will be LSI Rigorous Instruction through standards-based planning, LSI Learning Targets, and LSI Target/Task Alignment. Teachers will provide technology as one of the tools students can use to produce tasks and engage their thinking and enhance engagement. In addition, teachers will provide ways for parents to stay connected to student learning through weekly communication folders, school newsletters, and agendas. These communication methods allow teachers to provide parents with information about grade-level standards and student progress. Families will be invited to various academic parent days and nights during the school year. Parents will be provided knowledge about the content standards, ways to assist their child at home, and refreshments during these events.
Person Responsible	Amy Weingarth (amy.weingarth@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Administrators and the title I instructional coach will attend weekly subject-based common planning and monthly vertical team planning to guide the sessions. Administrators will use the LSI Trend Tracker to gather instructional walkthrough data. The data will be used to make adjustments to professional development and coach teachers.
Person Responsible	Amy Weingarth (amy.weingarth@polk-fl.net)

Activity #2	
Title	Learning Gains of Lowest 25% of Students
Rationale	The three-year data shows a decrease over time. ELA lowest 25% learning gains: 15-16 (52), 16-17 (43), 17-18 (41) Math lowest 25% learning gains: 15-16 (36), 16-17 (32), 17-18 (29)
Intended Outcome	Increase FSA English Language Arts and Mathematics Learning Gains for the lowest 25% of students to at least 50%
Point Person	Amy Weingarth (amy.weingarth@polk-fl.net)
Action Step	
Description	Administrators and the title I instructional coach will meet with teachers every other week to discuss student ongoing ELA and Math assessment data. Based on these discussions, teachers will create small group plans for students that are not mastering the standards. In addition, ESE resource teachers will attend vertical team planning sessions and co-teach the ELA and Math standards with the general education teachers. Teachers will use various fiction and non-fiction texts within the ELA small groups lessons. Science leveled readers will be used to expose students to non-fiction text and FSA higher order questions.
Person Responsible	Amy Weingarth (amy.weingarth@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Administrators and the title I instructional coach will attend weekly subject-based common planning and monthly vertical team planning to guide the sessions. Administrators will attend and lead the student assessment data meetings. Administrators will use the LSI Trend Tracker to gather instructional walkthrough data during small group instruction. The data will be used to make adjustments to professional development and coach teachers.
Person Responsible	Amy Weingarth (amy.weingarth@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.

To keep parents informed about their child's academic progress we strongly encourage our parents to sign up for the Parent Portal where they can monitor grades and discipline. Parents also receive an interim report on their child's progress every 9 weeks beginning the 4th week of school, and a Report Card distributed every 9 weeks. To increase family involvement, our school distributes a monthly newsletter to all of our parents and stakeholders in the community to keep them informed on academic information for each grade level, parent involvement activities, and school news. We also have an informative school website where many resources are listed to encourage family involvement in their student's education. Monthly phone calls to parents are sent to provide information to families. We have

monthly "spirit night" events sponsored by our PTA, twice annual PE Family Fun Nights, Open House in September, the Winter Bazaar in December and our school carnival in the spring to encourage parents to be involved in our school community. Highland City Elementary also has a Facebook page and a Remind account to keep all stakeholders informed. The Highland City Elementary SAC committee meets four times a year to make decisions to fulfill the mission and support student needs.

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 school counselor is available at all times to meet with teachers, students and parents to provide assistance and offer suggestions for outside support depending upon the situation. Our district also provides assistance to students who are considered homeless through the Hearth Project, where food, supplies and transportation are provided to students who are in need. We have a mentoring project in place where volunteers are matched with students to provide additional academic support. Our school is also a participant in the KidsPack program. In this program, selected students receive backpacks with food in them for the weekend.

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

Highland City Elementary hosts a program of education and awareness for the children and families of incoming kindergarten students. A full overview of the kindergarten curriculum, expectations, as well as familiarization of the school site is offered to ensure a smooth and successful transition from home to school. Readiness materials are supplied during Kindergarten Round Up so that parents can become actively involved in their child's educational process.

Our students who are transitioning from 5th grade to middle school attend an assembly at our school site hosted by the middle school our students will attend. The representatives from the middle school discuss the importance of scoring well on the state test due to its impact on the number of electives the student can take. The middle school informs the students on the variety of electives they can choose from and offers support and guidance as the student fills out their middle school course request forms.

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 instructional materials inventory is maintained by our Assistant Principal. The media inventory is maintained by our Media Paraprofessional, the instructional technology inventory is maintained by our Network Manager, and the property inventory is maintained by the Principal. Each inventory is maintained electronically. Our instructional materials are purchased by the district. Our instructional materials budget is controlled by our district. Instructional materials, technology, and property are now ordered and purchased for our school at the district level. There are limited funds at the school level for the Leadership Team to make decisions about spending. The school-based instructional staff and coaches are utilized to provide professional development for the teachers. Our ESE funds are used to purchase supplies, technology, and instructional resources for our ESE classrooms. We also work closely with our district ESE department to secure highly qualified personnel. They also provide our ESE teachers with instructional materials to meet the needs of our students. Our district ESOL department

works closely with our school to ensure we have instructional materials for our ELL population. Our Title I budget helps us hire personnel, purchase instructional materials, and provide tutoring for all students.

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

We take part in College and Career Awareness Week by exposing our students to various careers and colleges. Teachers share where they attended college and what education they received to become a teacher. The climate of our school encourages the staff to discuss the year our students will graduate high school, their college or career plans, and educational goals.

Part V: Budget

Total:	**$90,800.00**