

Polk County Public Schools

Highland City Elementary School



2019-20 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

Demographics

Principal: Amy Weingarth

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (50%) 2016-17: C (48%) 2015-16: C (52%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	C	C	C

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Weingarth, Amy	Principal	
Horvatin, Jen	Teacher, K-12	
Pearce, Mary	Instructional Technology	
Van Hook, Sara	Assistant Principal	
stampe, christina	Teacher, ESE	
Bowman, Mandy	Teacher, K-12	
Monahan, Jonna	Teacher, K-12	
Wengerd, Meghan	Teacher, K-12	
Glover, Emily	Teacher, K-12	
Morris, Erin	Teacher, K-12	
whatley, erica	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	59	70	82	78	56	0	0	0	0	0	0	0	421
Attendance below 90 percent	15	5	10	10	6	3	0	0	0	0	0	0	0	49
One or more suspensions	2	0	1	2	4	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	9	11	10	35	30	37	0	0	0	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	16	17	14	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	2	4	19	14	10	0	0	0	0	0	0	0	54

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	4	0	0	5	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

22

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	51%	57%	60%	51%	55%
ELA Learning Gains	56%	51%	58%	47%	53%	57%
ELA Lowest 25th Percentile	61%	49%	53%	43%	50%	52%
Math Achievement	66%	57%	63%	51%	58%	61%
Math Learning Gains	66%	56%	62%	47%	57%	61%
Math Lowest 25th Percentile	68%	47%	51%	32%	49%	51%
Science Achievement	65%	47%	53%	55%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	76 (0)	59 (0)	70 (0)	82 (0)	78 (0)	56 (0)	421 (0)
Attendance below 90 percent	15 (4)	5 (10)	10 (11)	10 (15)	6 (7)	3 (15)	49 (62)
One or more suspensions	2 (1)	0 (1)	1 (4)	2 (4)	4 (2)	3 (3)	12 (15)
Course failure in ELA or Math	9 (0)	11 (3)	10 (0)	35 (4)	30 (2)	37 (0)	132 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (12)	17 (15)	14 (20)	47 (47)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	52%	9%	58%	3%
	2018	62%	51%	11%	57%	5%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	54%	48%	6%	58%	-4%
	2018	57%	48%	9%	56%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				
05	2019	44%	47%	-3%	56%	-12%
	2018	54%	50%	4%	55%	-1%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	56%	13%	62%	7%
	2018	60%	56%	4%	62%	-2%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	61%	56%	5%	64%	-3%
	2018	55%	57%	-2%	62%	-7%
Same Grade Comparison		6%				
Cohort Comparison		1%				
05	2019	57%	51%	6%	60%	-3%
	2018	58%	56%	2%	61%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	45%	17%	53%	9%
	2018	52%	51%	1%	55%	-3%
Same Grade Comparison		10%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	31	40	46	33	56	60	20				

2019 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 2017-18	C & C Accel 2017-18
ELL	50	43		65	93						
BLK	32	46		52	67						
HSP	60	60		70	76						
WHT	59	57	65	66	62	60	68				
FRL	47	52	60	59	69	71	58				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is ELA proficiency, specifically 5th grade ELA. The trend shows the student ELA performance data is declining each year. The contributing factors are the lack of consistent alignment of writing instruction school-wide and the need for earlier identification of foundational learning gaps.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline is 5th grade ELA proficiency. The students with early foundational gaps continue to fall further behind in proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is 5th grade ELA. The contributing factors are the lack of consistent alignment of writing instruction school-wide and the need for earlier identification of foundational learning gaps.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improved is the lowest 25% math gains. The actions our school took to ensure we targeted math learning gains include: analyzing student data, vertical team alignment, and strategic use of resource personnel.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are the students with below 90 percent attendance and the number of students with Ds and Fs in K-2 vs 3-5.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Closing the gap between ELA proficiency in 3rd through 5th
2. Increase the proficiency of ELA in 3rd through 5th
3. Maintain learning gains in ELA and math
4. Maintain learning gains of the lowest 25% in ELA and math
5. Decrease the number of students with less than 90 percent attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve Core Instruction
Rationale	The three-year data shows a stagnant trend. ELA proficiency: 16-17 (60), 17-18 (58), 18-19 (57)
State the measurable outcome the school plans to achieve	Increase FSA ELA proficiency by 5% in 3rd, 4th, and 5th grade
Person responsible for monitoring outcome	Amy Weingarth (amy.weingarth@polk-fl.net)
Evidence-based Strategy	-Continue the implementation of the LSI framework -Begin the implementation of the Riggs phonograms -Continue the implementation of Accelerated Reader
Rationale for Evidence-based Strategy	These strategies have proven to be effective in increasing student proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. During the school year, the instructional coach and the LSI team members will provide professional development during PLCs and staff development days. The content of the PD sessions will be student success criteria and implementation of teaming techniques. The LSI team members will receive professional development content, learn instructional strategies, and share best practices by attending the LSI Summer Conference. 2. Teachers will provide technology and resources, such as Weekly Readers as some of the tools students can use to produce tasks and engage their thinking to enhance engagement. 3. In addition, teachers will provide ways for parents to stay connected to student learning through weekly communication folders, student newsletters, and agendas. 4. Continue collaborative planning through vertical teams, planning days, and grade level/content area teams so that teachers can discuss the implementation of the evidence-based strategies.
Person Responsible	Amy Weingarth (amy.weingarth@polk-fl.net)

#2	
Title	Learning Gains
Rationale	Data shows the strategies put in place last year were successful in increasing learning gains in ELA and math. ELA learning gains: 16-17 (43), 17-18 (41), 18-19 (56) Math learning gains: 16-17 (32), 17-18 (29), 18-19 (66)
State the measurable outcome the school plans to achieve	Maintain or increase learning gains in ELA and Math
Person responsible for monitoring outcome	Amy Weingarth (amy.weingarth@polk-fl.net)
Evidence-based Strategy	Utilizing the LSI strategies, specifically teaming, to support different students' learning needs. Utilizing a multi-sensory approach to instruction. Fact fluency. Teach students math utilizing a developmental progression.
Rationale for Evidence-based Strategy	The evidence-based strategies utilized the previous school year were successful in increasing the learning gains, and continuing the use of these strategies should yield an upward trend.
Action Step	
Description	1. Administrators and the Title I instructional coach will meet with teachers weekly to discuss ongoing ELA and math assessment data. Based on these discussions, teachers will create small group plans for students who 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 general education teachers. 2. The Title I paraeducator will work with small groups of students within classrooms to review skills and provide scaffolding, as needed, based on ongoing student learning data. 3. Teachers will participate in a book student on LSI's student teaming and will use the information to plan student activities. 4. Scheduled family nights will be designed to build parent's capacity in understanding curriculum and supporting their child's academic growth.
Person Responsible	Amy Weingarth (amy.weingarth@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will utilize the MTSS process to create tier 2 and tier 3 plans to increase attendance for students that have below 90 percent attendance rate.

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 Schoolwide Improvement Plan 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.

Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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
Mindful Schools
Mentoring Programs
Action Based Learning

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. In addition, our students visit the WE3 Expo to explore educational options.

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.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from the Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, they may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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 career planning. In addition, during College and Career Week students learn about different colleges and careers. 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.