Hilliard Elementary School

2019-20 Schoolwide Improvement Plan

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Hilliard Elementary School

27568 OHIO ST, Hilliard, FL 32046

[no web address on file]

Demographics

Principal: Celena Loudermilk

Start Date for this Principal: 7/1/2013

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)	61%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (72%) 2016-17: A (66%) 2015-16: A (65%) 2014-15: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Nassau 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	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	12%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement.

Hilliard Elementary is committed to an educational process, involving the total community, which encourages each child to become a lifelong learner and provides the necessary resources to enable each student to develop into a responsible, productive citizen prepared to enter secondary education with both academic and social success.

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
Jackson, Lee Ann	Principal	
Tilley, Rhonda	School Counselor	
Graves, Donna	Teacher, K-12	
Smith, Tammy	Assistant Principal	
Tomberlin, Lauren	Teacher, K-12	
Nicks, Autumn	Teacher, K-12	
Starling, Karen	Teacher, K-12	
Graves, Patricia	Teacher, K-12	
Rose, Anna	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	102	119	118	104	107	131	0	0	0	0	0	0	0	681
Attendance below 90 percent	5	24	16	13	20	27	0	0	0	0	0	0	0	105
One or more suspensions	0	2	2	1	2	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	1	1	1	3	4	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	1	4	11	0	0	0	0	0	0	0	16

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	0	2	1	1	5	6	0	0	0	0	0	0	0	15

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	9	8	4	0	1	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	3	1	1	3	3	0	0	0	0	0	0	0	11

FTE units allocated to school (total number of teacher units)
43

Date this data was collected or last updated
Wednesday 9/25/2019

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	5	27	9	21	27	16	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	5	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	2	1	4	3	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	3	2	4	0	0	0	0	0	0	0	9

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	0	0	0	5	4	2	0	0	0	0	0	0	0	11

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	5	27	9	21	27	16	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	5	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	2	1	4	3	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	3	2	4	0	0	0	0	0	0	0	9

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	0	0	0	5	4	2	0	0	0	0	0	0	0	11

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	78%	76%	57%	78%	73%	55%
ELA Learning Gains	65%	65%	58%	64%	64%	57%
ELA Lowest 25th Percentile	60%	54%	53%	45%	49%	52%
Math Achievement	91%	85%	63%	83%	82%	61%
Math Learning Gains	79%	77%	62%	57%	71%	61%
Math Lowest 25th Percentile	82%	67%	51%	59%	64%	51%
Science Achievement	76%	75%	53%	79%	73%	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	102 (0)	119 (0)	118 (0)	104 (0)	107 (0)	131 (0)	681 (0)
Attendance below 90 percent	5 (5)	24 (27)	16 (9)	13 (21)	20 (27)	27 (16)	105 (105)
One or more suspensions	0 (0)	2 (0)	2 (0)	1 (0)	2 (5)	3 (1)	10 (6)
Course failure in ELA or Math	0 (0)	1 (2)	1 (1)	1 (4)	3 (3)	4 (0)	10 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (3)	4 (2)	11 (4)	16 (9)

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	78%	75%	3%	58%	20%
	2018	72%	76%	-4%	57%	15%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	76%	68%	8%	58%	18%
	2018	67%	69%	-2%	56%	11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		9%				
Cohort Comparison		4%				
05	2019	79%	75%	4%	56%	23%
	2018	77%	71%	6%	55%	22%
Same Grade Comparison		2%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	89%	83%	6%	62%	27%
	2018	89%	80%	9%	62%	27%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	85%	81%	4%	64%	21%
	2018	91%	83%	8%	62%	29%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				
05	2019	96%	86%	10%	60%	36%
	2018	87%	79%	8%	61%	26%
Same Grade Comparison		9%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	75%	73%	2%	53%	22%
	2018	80%	72%	8%	55%	25%
Same Grade Comparison		-5%				
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	65	54	67	85	66	93	53				
BLK	67	30		93	80						
MUL	61	50		83	83						
WHT	80	67	64	92	79	82	77				
FRL	76	63	60	89	78	80	76				

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	60	63	72	82	80	78	42				
BLK	46			100							
MUL	69			77							
WHT	75	62	57	90	72	70	85				
FRL	65	53	49	86	72	76	73				
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	35	23	10	54	45	32	47				
BLK	33			58							
MUL	75			58							
WHT	80	63	46	85	56	55	80				
FRL	72	57	47	78	56	55	73				

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	76
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	
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	69
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	68
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	77
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	75
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.

Our ELA Lowest 25th percentile was the lowest scoring component at 60%. This was up from 52% last year.

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

Our Science Achievement was the only component that dropped any at all. Science went from 81% to 76%.

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.

All of our data components were well above the state averages. It is a pretty common trend that our components are always above the state averages.

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

The components that demonstrated the most improvement were the lowest 25th percentiles in ELA and Math. We continued small group instruction and differentiation

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

Attendance continues to be an area of concern. We feel that students academic will improve if attendance improves.

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

1. ELA Proficiency and Learning Gains with special attention on the Lowest quartile
2.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 78% and our ELA Gains were 65% (60% for the lowest quartile) We want to continue to increase the ELA achievement and gains.
State the measurable outcome the school plans to achieve	HES will improve the FSA ELA and Learning Gains by at least 3-5 %.
Person responsible for monitoring outcome	Lee Ann Jackson (jacksonle@nassau.k12.fl.us)
Evidence-based Strategy	To implement intentional differentiated ELA instruction based on data from diagnostic assessment to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethera of assessments (Iready, STAR, FSA data, Lexia, Progress Monitoring, etc), the data shows a need for continued adjustments for growth in ELA.
Action Step	
Description	1. Differentiated small group instruction 2. Targeted in school intervention 3. Tiered support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and professional development
Person Responsible	Lee Ann Jackson (jacksonle@nassau.k12.fl.us)

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).

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.

School staff, faculty, and administrators strive to strengthen family involvement and empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.
B. Responsible parenting is promoted and supported.
C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
E. Parents are full partners in the decisions that affect children and families.
F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:
• Open House
• School web page
• Focus Parent Portal
• Newsletters communicating classroom and school news to parents
• Parent phone calls, Parent Link, and face-to face meetings
• School Matters Publication
Hilliard Elementary School strives to offer a variety of activities to involve families in the educational process of their children. Activities range from educational activities that help parents better work with their children to fun activities that involve the whole family. Activities are offered at a variety of days and times to better meet family 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.

School based teams meet to discuss students with barriers to academic and social success.
Mentors are assigned to students identified with concerns.
Offers instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate the intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

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

The school's leadership team oversees the implementation/monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and provides supports as well as resources needed to address those deficits.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention. Data based decisions are expected at all levels of the school.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates Title II /Title III ensuring staff development needs are provided. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The school-wide program includes Parental Programs; Supplemental Educational Services; and special support services to special needs populations. Information is shared with parents during our Open House/Annual Title I Meeting.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher Program
• training for add-on endorsement programs
• Funds for Professional Learning Community (PLC) development and facilitation

Title III
The District provides supplemental academic instruction and services to students who are ELL.

Title X- Funds are set aside and reserved to meet needs of identified homeless families.

Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies, procedures and training .

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

The strategies used to advance college and career awareness include: providing community resources (Arts Alive) and guest speakers, family parent nights and guidance services.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement and Learning Gains				$239,818.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	150-Aides	0241 - Hilliard Elementary School	Title, I Part A		$2,880.00
			Notes: Tutoring			
	5100		0241 - Hilliard Elementary School	Title, I Part A		$156,378.00
			Notes: Paraprofessionals for small group instruction			
	5100	210-Retirement	0241 - Hilliard Elementary School	Title, I Part A		$13,489.15
	5100	220-Social Security	0241 - Hilliard Elementary School	Title, I Part A		$12,587.16
	5100	230-Group Insurance	0241 - Hilliard Elementary School	Title, I Part A		$30,200.00
	5100	369-Technology-Related Rentals	0241 - Hilliard Elementary School	Title, I Part A		$7,000.00
	5100	510-Supplies	0241 - Hilliard Elementary School	Title, I Part A		$3,253.99
	5100	750-Other Personal Services	0241 - Hilliard Elementary School	Title, I Part A		$5,280.00
	6150	370-Communications	0241 - Hilliard Elementary School	Title, I Part A		$600.00
	6150	510-Supplies	0241 - Hilliard Elementary School	Title, I Part A		$6,000.00
	6300		0241 - Hilliard Elementary School	Title, I Part A		$1,150.00
	6400	750-Other Personal Services	0241 - Hilliard Elementary School	Title, I Part A		$1,000.00
					Total:	$239,818.30