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# Hillcrest Elementary School

1051 STATE ROAD 60 E, Lake Wales, FL 33853

<http://lwcharterschools.com/hillcrest>

## Demographics

**Principal: Rebecca Thomas**

Start Date for this Principal: 6/1/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: B (56%) 2016-17: C (50%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

N/A

## 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](http://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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# Hillcrest Elementary School

1051 STATE ROAD 60 E, Lake Wales, FL 33853

<http://lwcharterschools.com/hillcrest>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>91%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>51%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

## School Board Approval

N/A

## 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.**

Hillcrest Hawks will learn, create, communicate, cooperate, explore and soar to their highest potential. Hawks will leave the nest seeking the adventure of life-long learning.

#### **Provide the school's vision statement.**

Hillcrest Elementary will strive to build a culture where students feel loved while acquiring a passion for learning. Hawks will soar as they discover their individuality while achieving their dreams and goals, excelling beyond their expectations!

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Barrow, Jennifer	Principal	<p>According to Florida Statute , 1001.54 and 1012.28, the duties implemented by Ms. Barrow includes but not limited to the following:</p> <p>1)(a) A district school board shall employ, through written contract, public school principals.</p> <p>(b) The school principal has authority over school district personnel in accordance with s. 1012.28.</p> <p>(c) The school principal shall fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus and, when appropriate and available, place such students in an alternative educational setting.</p> <p>(2) Each school principal shall provide instructional leadership in the development, revision, and implementation of a school improvement plan pursuant to s. 1001.42(18).</p> <p>(3) Each school principal must make the necessary provisions to ensure that all school reports are accurate and timely, and must provide the necessary training opportunities for staff to accurately report attendance, FTE program participation, student performance, teacher appraisal, and school safety and discipline data.</p> <p>(4) Each school principal is responsible for the management and care of instructional materials, in accordance with the provisions of chapter 1006.</p> <p>(5) Each school principal shall fully support and cooperate in the implementation of s. 1002.23.</p>
Borders, Elizabeth	Other	<p>Supporting teacher in providing the most effective teaching strategies through coaching, modeling lessons and conducting Professional Development session as well as ensuring they have all the necessary materials.</p> <p>? Assisting teachers in a variety of means as they administer assessments.</p> <p>? Analyzing data with teachers and staff so they may plan their lessons to fit the needs of all of their learners.</p> <p>? Ensure that our students have access to the online resources that enhance their academic progress.</p> <p>Studying, evaluating and implementing research based instructional strategies and instruction.</p> <p>? Provide leadership in the development, articulation, and implementation of Hillcrest's identified instructional program</p> <p>? Improving the instructional program as needed by assisting the Leadership Team with data and program evaluation.</p> <p>? Assisting in the coordination of relevant staff development</p> <p>? To oversee the elementary curriculum and to suggest recommendations for correcting overlaps/gaps.</p>



Name	Title	Job Duties and Responsibilities
		<p>? To assist elementary teachers in matching appropriate assessment instruments to curriculum implementations.</p> <p>? To assure uniformity in elementary assessment, parent reporting, and academic standards</p>
Griffiths, Kim	Assistant Principal	<p>Supporting teacher in providing the most effective teaching strategies through coaching, modeling lessons and conducting Professional Development session as well as ensuing they have all the necessary materials.</p> <p>? Assisting teachers in a variety of means as they administer assessments.</p> <p>? Analyzing data with teachers and staff so they may plan their lessons to fit the needs of all of their learners.</p> <p>? Ensure that our students have access to the online resources that enhance their academic progress.</p> <p>Studying, evaluating and implementing research based instructional strategies and instruction.</p> <p>? Provide leadership in the development, articulation, and implementation of Hillcrest's identified instructional program</p> <p>? Improving the instructional program as needed by assisting the Leadership Team with data and program evaluation.</p> <p>? Assisting in the coordination of relevant staff development</p> <p>? To oversee the elementary curriculum and to suggest recommendations for correcting overlaps/gaps.</p> <p>? To assist elementary teachers in matching appropriate assessment instruments to curriculum implementations.</p> <p>? To assure uniformity in elementary assessment, parent reporting, and academic standards</p>
Finnell, Deann	Instructional Coach	<p>Supporting teacher in providing the most effective teaching strategies through coaching, modeling lessons and conducting Professional Development session as well as ensuing they have all the necessary materials.</p> <p>? Assisting teachers in a variety of means as they administer assessments.</p> <p>? Analyzing data with teachers and staff so they may plan their lessons to fit the needs of all of their learners.</p> <p>? Ensure that our students have access to the online resources that enhance their academic progress.</p>

Name	Title	Job Duties and Responsibilities
		Studying, evaluating and implementing research based instructional strategies and instruction. ? Provide leadership in the development, articulation, and implementation of Hillcrest's identified instructional program ? Improving the instructional program as needed by assisting the Leadership Team with data and program evaluation. ? Assisting in the coordination of relevant staff development ? To oversee the elementary curriculum and to suggest recommendations for correcting overlaps/gaps. ? To assist elementary teachers in matching appropriate assessment instruments to curriculum implementations. ? To assure uniformity in elementary assessment, parent reporting, and academic standards

**Demographic Information**

**Principal start date**

Sunday 6/1/2014, Rebecca Thomas

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

42

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

45

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes

<p align="center"><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p>	<p align="center">100%</p>
<p align="center"><b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students</p>
<p align="center"><b>School Grades History</b></p>	<p align="center">2018-19: B (54%) 2017-18: B (56%) 2016-17: C (50%) 2015-16: C (47%)</p>
<p align="center"><b>2019-20 School Improvement (SI) Information*</b></p>	
<p align="center"><b>SI Region</b></p>	<p align="center">Southwest</p>
<p align="center"><b>Regional Executive Director</b></p>	
<p align="center"><b>Turnaround Option/Cycle</b></p>	<p align="center">N/A</p>
<p align="center"><b>Year</b></p>	
<p align="center"><b>Support Tier</b></p>	
<p align="center"><b>ESSA Status</b></p>	<p align="center">TS&amp;I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a>.</p>	

**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	126	108	106	127	91	115	0	0	0	0	0	0	0	673
Attendance below 90 percent	11	7	6	18	13	8	0	0	0	0	0	0	0	63
One or more suspensions	2	0	3	4	3	2	0	0	0	0	0	0	0	14
Course failure in ELA	5	2	5	14	3	0	0	0	0	0	0	0	0	29
Course failure in Math	4	0	3	2	4	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	11	12	16	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	7	16	10	0	0	0	0	0	0	0	33
Dec. 2019 Reading Maps Level 1's	21	14	23	31	14	9	0	0	0	0	0	0	0	112
Dec. 2019 Math Maps Level 1's	18	6	22	18	13	12	0	0	0	0	0	0	0	89

**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	6	4	2	13	7	2	0	0	0	0	0	0	0	34

**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	19	9	7	20	0	0	0	0	0	0	0	0	0	55
Students retained two or more times	0	0	0	2	3	0	0	0	0	0	0	0	0	5

**Date this data was collected or last updated**

Monday 6/1/2020

**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	
Number of students enrolled	127	113	110	128	88	120	0	0	0	0	0	0	0	686
Attendance below 90 percent	8	10	4	10	7	9	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	0	2	12	2	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	15	18	21	0	0	0	0	0	0	0	54

**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 0 0 7 4 3 0 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 15 3 4 15 0 0 0 0 0 0 0 0 0 0 37

Students retained two or more times 0 0 0 3 1 0 0 0 0 0 0 0 0 0 4

**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	

Number of students enrolled 127 113 110 128 88 120 0 0 0 0 0 0 0 0 686

Attendance below 90 percent 8 10 4 10 7 9 0 0 0 0 0 0 0 0 48

One or more suspensions 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Course failure in ELA or Math 5 0 2 12 2 0 0 0 0 0 0 0 0 0 21

Level 1 on statewide assessment 0 0 0 15 18 21 0 0 0 0 0 0 0 0 54

**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 0 0 7 4 3 0 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 15 3 4 15 0 0 0 0 0 0 0 0 0 0 37

Students retained two or more times 0 0 0 3 1 0 0 0 0 0 0 0 0 0 4

**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	56%	0%	57%	52%	0%	55%
ELA Learning Gains	56%	0%	58%	50%	0%	57%
ELA Lowest 25th Percentile	42%	0%	53%	38%	0%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	68%	0%	63%	72%	0%	61%
Math Learning Gains	62%	0%	62%	54%	0%	61%
Math Lowest 25th Percentile	40%	0%	51%	31%	0%	51%
Science Achievement	53%	0%	53%	51%	0%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	2019	50%			58%	-8%
	2018	55%			57%	-2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	57%			58%	-1%
	2018	58%			56%	2%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
05	2019	57%			56%	1%
	2018	52%			55%	-3%
Same Grade Comparison		5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%			62%	-1%
	2018	75%			62%	13%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	73%			64%	9%
	2018	76%			62%	14%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2019	64%			60%	4%
	2018	68%			61%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-4%		
Cohort Comparison				-12%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%			53%	-1%
	2018	53%			55%	-2%
Same Grade Comparison				-1%		
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	24	38	18	32	38						
ELL	17	38	33	44	58	36					
BLK	35	49	31	33	40	33	43				
HSP	44	54	44	65	67	39	27				
WHT	70	58	50	82	66	45	67				
FRL	47	54	41	60	57	36	43				
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	32	50	46	46	50	17					
ELL	24	52	46	53	68	54	23				
BLK	40	41	29	59	67	47	43				
HSP	46	61	54	64	65	33	43				
WHT	64	62	30	85	79	24	63				
FRL	48	49	39	67	68	33	47				
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

**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)	TS&I

<b>ESSA Federal Index</b>	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

<b>English Language Learners</b>	
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Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO



Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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 Edu data portal which indicates our school needs to improve on the following subgroups: Black African American: D, ELL students: D, SWD: F. These trends do match our in house progress monitoring with little improvement specifically with our SWD subgroup.

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

There was not a decline, it appears to be flat. In particular with the SWD subgroup. Some factors that contributed were changes in staffing, lack of knowledge in the content area for the new teacher and a lack of bridging the content of standards with current IEP goals.

**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.**

When looking at our greatest gap in data, it would be our lack of growth with our bottom quartile. Contributing factors would be lack of participation in tutoring. There was a change made to address this but due to COVID we don't have the results to verify the effectiveness. Attendance continues to be a priority as a barrier for growth.

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

Our ELL students did show improvements in ELA and Math as indicated by closing the gap on the Edu data file. The actions taken were: hiring multiple spanish speaking staff members, implementation of English Learning Program, fidelity of ELL support schedule. Finally, a heavier emphasis and implementation of vocabulary.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Our greatest areas of concern that we will continue to address is our African American and ESE subgroup population. These students make up a larger portion of our bottom 25% for both reading and math.

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

1. Fidelity and documentation and monitoring of the MTSS data.
2. Increasing attendance and decreasing tardies
3. Increasing proactive discipline approach
4. Professional development opportunities on differentiating instruction to address gaps with identified subgroups
5. Increase targeted and flexible tutoring groups on MTSS and ongoing data

## Part III: Planning for Improvement

**Areas of Focus:**

*No activities were entered for this section.*

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**In addressing the areas of focus, our goal is to have improvement in the following subgroups: African American, ELL, and SWD students. In doing so our school will maintain or improve our school grade.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Hillcrest Elementary will continue to utilize quarterly surveys with students, staff, and parents to provide us with feedback to ensure a positive school culture and environment. In addition, we will continue to have an active PTO, and SAC committees to provides strategies and ideas for all stakeholders. Communication is key to provide transparency and advanced updates for all stakeholders in order to address any potential barriers.

For the upcoming school year, our goal is to increase communications in multiple languages, promote more opportunities needs and cultures with all of our stakeholders and continue to build positive celebrations and success opportunities for all students. Teachers will continue to receive professional development in order to have more strategies to build trust and respect with the variety of student needs they have.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Part V: Budget**

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

<b>Total:</b>	<b>\$189,780.00</b>
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