Hiland Park Elementary School

2014-15 School Improvement Plan

Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	69%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	38%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Student learning is our main priority at Hiland Park and is the primary focus of all decisions impacting the work of the school:
We believe that each student is a valued individual with unique physical, social, emotional, and intellectual needs and that these needs should be met through all educational, social, and technological services available.
We believe that students at Hiland Park should be led to recognize their rights and responsibilities to our democratic society. Each child has the right to be respected, to develop his/her self-worth, and the responsibility to respect the rights of others.
We believe that teachers, administrators, parents, and the community share the responsibility for the school's mission.

Provide the school's vision statement

We will provide safe and comfortable classrooms where students are motivated with purposeful and engaging instruction. We desire collaboration between colleagues, classrooms, and grade levels. Students, teachers, parents and community members will work together to provide needed social skills and to reach each student's achievement goals.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Hiland Park Elementary School (HPES) recognizes students and their families from all cultures. Our minority population has increased annually over the past 5 years, especially the Hispanic subgroup. To meet the academic needs of these students we have teachers at every grade level who are certified in teaching English Speakers of Other Languages (E.S.O.L.). Teachers and students alike are encouraged to celebrate their cultures through classroom and school wide events. Many grade levels incorporate multicultural studies with the various holiday celebrations. Our Special Areas teachers incorporate cultural celebrations in their classrooms and special programs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Hiland Park Elementary campus is maintained by a full-time custodian three part time employees and the Bay District Maintenance staff. All of these work in conjunction to maintain a safe, clean and healthy environment of r staff and students. Procedures are in place for teachers to report cleaning and maintenance needs to
appropriate staff members. HPES Administrators collaborate with the District Safety and Security Officers to review school policies and procedures to insure the wellbeing of everyone on our campus. The HPES Safety Plan is readily available and reviewed annually with all staff members. Emergency drills such as, fire evacuations; severe weather and mock lock downs are routinely conducted and evaluated. Administrators, teachers and paraprofessionals and student Safety Patrolmen are located in all drop-off areas, morning waiting areas and hallways to greet students and provide supervision in the mornings.
All visitors must check in at the front office before proceeding onto campus. Visitors will be screened using the Bay District School RAPTOR security program. Visitors must present a valid driver's license

or other government-issued photo identification card, no exceptions will be made. Upon RAPTOR approval, all visitors will receive a visitor's badge that must be worn while on campus. Visitors in the building or on campus without a pass will be escorted to the office. For the safety of the students, the building will be secured during the school day. Entrance is only through the main office doors at the south end of the building by the on Baldwin Rd. parking lot.

Volunteers are always welcome at Hiland Park Elementary School. All volunteers must check in at the main office before proceeding on campus. In order to keep our students safe, all volunteers MUST fill out a School Volunteer Application Form and have a background check using our RAPTOR System. This process must be completed prior to volunteering on campus or chaperoning field trips. Volunteers must present a valid driver's license or other government-issued photo identification card. When volunteering in the classroom, plan ahead with the teacher.

Hiland Park maintains a safe and efficient dismissal system to ensure that all students exit campus and arrive home safely. Teachers assist with loading students on the proper school or daycare bus each afternoon. Car dismissal procedures are communicated with parents and students sand are enforced consistently. A pick-up tag program is in place to assist in identifying individuals who have permission to pick up each student.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Hiland Park Elementary is a Positive Behavior Support school (PBS). The central focus of PBS is to reward positive behavioral choices students make. The entire staff of Hiland Park School has the goal of establishing an atmosphere throughout the school in which children feel safe, secure, and happy, and in addition, have a maximum opportunity to learn. The 2014-2015 school year will be our 5th year as a PBS school. Our school wide ROCK expectations are:
Respect Others
Obey the Rules
Come to School Prepared
Keep Our School Safe
Students earn "razorback bucks" to spend on frequent reward days Big Events, such as game day, movie day or water day. Rules are posted throughout the campus (classrooms, media center, cafeteria, gym, hallways, etc.) and expectations are taught in classrooms as well as on our daily ITV program. Last school year our school was awarded "Silver Model School" for the program innovations and our efforts to teach appropriate behaviors, thereby reducing the need for office referrals.

Minor classroom infractions are handled by the teachers with classroom intervention steps. When a student does not correct his or her behavior or the incident escalates to a major infraction an office referral is entered into the FOCUS student data program, an administrator meets with the student, decides on the appropriate disciplinary action and a parent is contacted.

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

HPES provides support for the physical, social and emotional needs of our students. HPES partners with local churches and community programs to provide school supplies, food and clothing to our families in need. Guidance counselors and our Parent Liaison provide lists of community resources to our families and regularly meet with parents to discuss individual needs. Character education and bullying prevention are integrated into the school curriculum. The school nurse helps coordinate the health needs of our students as well as coordination annual health screenings. Guidance counselors coordinate with classroom teachers, resource teachers and school psychologist to administer various screenings as needed for individual students. HPES provides services that support the counseling, assessment, referral and educational needs of our students. Using the MTSS process, staff identifies student needs and designs differentiated instruction and / or interventions to support the learning of

all students. Students receive support through specialized programs such as Gifted, speech and language therapy, special education and ESOL. The staff collaborates to discuss coordination, implementation of services. The faculty works to analyze the efficiency and to identify new strategies or resources to benefit our students as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Hiland Park utilizes the FOCUS data system to identify students who have attendance, behavioral or academic concerns. Guidance and / or administration run data reports using FOCUS monthly to monitor attendance, suspensions and grades of all the students. Child Study Team meetings are scheduled as appropriate and strategies are implemented based on individual student needs.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	53	39	29	23	31	23	198
One or more suspensions	10	7	11	5	3	2	38
Course failure in ELA or Math	0	7	10	12	19	14	62
Level 1 on statewide assessment	0	0	0	45	34	40	119

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	
Students exhibiting two or more indicators	5	14	17	23	19	28	106

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Collaborative team meetings and data chats, consisting of teachers, leadership and guidance are held monthly. Agenda items include discussions concerning students' backgrounds, abilities, skill deficits and areas of need as determined by analysis of the data. Data is used to drive decision making both at the administrative and classroom levels. Intervention specialists as well as our guidance department track student performance across the years. ENRICH and FOCUS Parent Portal databases are readily accessible to teachers so that they can easily monitor student performance. Administration examines all students data quarterly for progress and growth via assessments meetings.

Grade level teams and MTSS teams review data collections to decide if current instructional strategies are working and prescribe strategies for individual student needs. Parents are included and encouraged to actively participate in all decisions pertaining to their child.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/51450.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school's parent liaison helps to build bonds and relationships with local business partners and various community organizations, such as local churches (Hiland Park Baptist Church) and youth organizations (Scouting, Girls on the Run, Junior Achievement). The school hosts various events throughout the year, and encourages local members of the community to actively participate in these events (PBS big events, celebrity readers, classroom guest lecturers, fall festival, parent open house, orientations for students, and monthly awards ceremonies).,

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Woodward, Rhonda	Principal
Brock, Russell	Assistant Principal
Allen, Jennifer	Teacher, K-12
Buynak, Gary	Instructional Media
Flatt, Barbara	Teacher, K-12
Henderson, Melanie	Teacher, K-12
Lashley, Alicia	Teacher, K-12
Mastro, Debra	Teacher, ESE
McCluskey, Ashley	Teacher, K-12
Sharpe, Paula	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 MTSS team will meet monthly. They may meet more often at the beginning of the year, if necessary. The MTSS team functions to review on-going AYP, FCAT, DE data and other universal screening data to match interventions to student needs and stakeholder acountability.

Alison Colemere (MTSS Staff Training Specialist)-Supports school with implementation of MTSS; regularly shares information with administrators/contact person; provides professional development to faculty and staff based on area of need; attends School Based Leadership Meetings as available; assists with data analysis and development of intervention plans; and periodically reviews MTSS folders for compliance/reviews FOCUS report monthly.

John Bell (School Psychologist)- Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Angela Pitts and Vicki Yeats (Speech and Language Pathologists)- Educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Max Beauchamp and Judy Smith (Guidance Counselors) –Assists teachers in the collection and presentation of student data, suggest Tier II and Tier III interventions, assist teachers in the communication between school and home regarding educational and behavioral issues. Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral, and social success.

Rhonda Woodward (Administrator) - Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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 MTSS team meets monthly to discuss data. Teachers present progress monitoring data to the team and discuss intervention success or if a change is needed. During these meetings resources are leveraged to support the intervention process.

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.

• Support for schools serving migrant students

• Family literacy programs, including such programs that use models developed under Even Start

• The integration of information technology into educational and related programs and

• Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

• Providing professional development activities

• Carrying out programs and activities that are designed to improve the quality of the teacher force

• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/ assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education

Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to

• modified curriculum
• reading instruction
• after-school instruction
• tutoring
• mentoring
• class size reduction
• extended school year
• intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and

workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dana Blount	Parent
Derrick Swann	Parent
Crystal Dixon	Parent
Kimberly Aguair	Parent
Ann Wing	Parent
Kristen Faggert	Parent
Karen Laymon	Parent
Kari Mosley	Parent
Teela Iles	Parent
Marcia Croom	Parent
Candy Al Khateeb	Parent
Christopher Wilkes	Parent
Connie Wiliams	Parent
Rhonda Woodward	Principal
Beth Warren	Teacher
Deanna Strickland	Teacher
Melannie Lewis	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council assists in the development of the school improvement plan by reviewing the draft, providing feedback and approving the final revisions. The members of the School Advisory Council reviewed student achievement data three times a year. After analyzing the data presented at each meeting they provide suggestions and strategies for continuous improvement.

Development of this school improvement plan

The SAC assist in the creation, implementation and monitoring or the school improvement plan. This includes a review of relevant data, identification of areas of concern, development of improvement strategies, monitoring implementation of strategies and making adjustments throughout the year based on data.

Preparation of the school's annual budget and plan

The SAC was presented with the proposed school and Title 1 Budget and given an opportunity to provide input and suggestions prior to the finalization of each budget. The SAC reviewed, updated and approved the Hiland Park narrative during the budget process.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

$4,554 was allocated for School Advisory Council

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Allen, Jennifer	Teacher, K-12
Brock, Russell	Assistant Principal
Buynak, Gary	Instructional Media
Flatt, Barbara	Teacher, K-12
Henderson, Melanie	Teacher, K-12
Lashley, Alicia	Teacher, K-12
Mastro, Debra	Teacher, ESE
McCluskey, Ashley	Teacher, K-12
Sharpe, Paula	Teacher, K-12
Woodward, Rhonda	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) meets monthly to review data, programs and research based strategies to assist all students. Team members present grade specific information and concerns at the LLT meetings and then share the information from the LLT meetings with their grade level teams.

Literacy Leadership team members serve as mentors for new and / or struggling teachers offering assistance in lesson planning, small group instructions and modeling lessons.
The Team will:
• Review school wide, grade level and individual student data
• Use data to determine whether or not SIP strategies are working and plan the next steps
• Work with grade level Professional Learning communities (PLC's) to insure the curriculum being delivered is rigorous and is based on the newly adopted state standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers participate in grade level Professional Learning Communities (PLC's) where they create common assessments, analyze student data and work collaboratively on lesson plans. In addition, the master schedule has been arranged to provide a common planning time daily for the grade level PLC's and allow teachers share computer lab times and are able to pull small groups for remedial instruction throughout the week.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All new hires are reviewed to insure they meet the Highly Qualified status at the district. Grade Chairs are provided to assist/mentor new teachers. Professional development opportunities will be provided in the areas of need. New teachers will participate in Bay District's New Teacher induction program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Currently we have 4 new teachers on staff. They have been assigned to a mentor on their grade level and at the district level. Administration meets with the teachers monthly to discuss concerns and provide feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our schools' adopted core curriculum for all subject areas is aligned to the Florida Standards. There are ongoing opportunities for teachers to unpack the Florida Standards, plan and discuss curriculum alignment to the standards during PLC meetings and re-purposed faculty meetings. In addition, teachers' grade books align to the standards further emphasizing the knowledge and understanding of the standards as they relate to each assignment. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Hiland Park's LLT, MTSS and grade level PLC's meet on a regularly scheduled basis to make decisions about classroom instruction. Student data is analyzed and compared to each grade level's expectations based on the Florida Standards. Instructional approaches are varied to include whole group, small group and one on one instruction according to the individual student's needs. Grade level PLC's meet weekly to create standards based common assessments for each core subject area. They create item analysis spreadsheets and compare student scores to identify students' strengths and weaknesses and perfect their own practice. Grades 1-5 have a 30 minute computer lab daily, with two teachers sharing the lab. The students are supervised by a paraprofessional allowing time for teachers to collaborate and pull small groups for remedial instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 480

After-school tutoring for at-risk students in reading and math instruction.

Strategy Rationale

Tutoring focused on the individual students needs helps increase achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Woodward, Rhonda, woodwrr@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom data and Discovery Education end-of-year assessment.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Pre-K teachers and kindergarten teachers work closely throughout the year. During the last quarter, pre-k teachers start to implement strategies to prepare the students for the transition to kindergarten. Kindergarten teachers work with pre-k instructors to provide ideas for summer activities to maintain skills learned.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. With the implementation of PLCs and Common Assessment students will achieve mastery of standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. With the implementation of PLCs and Common Assessment students will achieve mastery of standards. `1a`

Targets Supported `1b`

G049015

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Math - African American	57.0
AMO Math - ED	62.0
AMO Reading - All Students	78.0
AMO Reading - African American	57.0
AMO Reading - ED	69.0
FCAT 2.0 Science Proficiency	
CELLA Writing Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal `2`

- CPALMS
- Item Specification
- Curriculum Guides (YAG)
- District Instructional Coaches
- Parent Liaison
- Exam View Software for creating Common Assessment/Curriculum Assessments
- Boys in Crisis/Framework for Poverty
- Learning by Doing, DuFour

Targeted Barriers to Achieving the Goal `3`

- Curriculum (Access to Resources, Coaches)

Plan to Monitor Progress Toward G1. `8`

IPDP's aligned to SIP and AMOs with feedback from Administration

Person Responsible

Schedule
Semiannually, from 8/11/2014 to 5/1/2015

Evidence of Completion
Teacher's classroom data and documentation to support the IPDP strategies.

Plan to Monitor Progress Toward G1. 8

Data Chats

> **Person Responsible**
>
> Rhonda Woodward
>
> **Schedule**
>
> Quarterly, from 8/1/2014 to 5/1/2015
>
> *Evidence of Completion*
>
> report card grades, SM7 and DEA

Plan to Monitor Progress Toward G1. 8

Grade level PLC's

> **Person Responsible**
>
> Rhonda Woodward
>
> **Schedule**
>
> Monthly, from 9/1/2014 to 5/1/2015
>
> *Evidence of Completion*
>
> Grade level PLC's will meet with administration, review and discuss common assessment item analysis

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. With the implementation of PLCs and Common Assessment students will achieve mastery of standards. `1`

🔑 G049015

G1.B1 Curriculum (Access to Resources, Coaches) `2`

🔑 B122483

G1.B1.S1 Implementation of grade level PLCs `4`

🔑 S135175

Strategy Rationale

Collegial conversations among teachers will improve content knowledge and instructional practices

Action Step 1 `5`

Develop common assessments

Person Responsible

Rhonda Woodward

Schedule

Weekly, from 8/11/2014 to 5/1/2015

Evidence of Completion

PLC meeting notes, item analysis,

G1.B1.S2 Use of instructional coaches 4

S135176

Strategy Rationale

instructional coaches will deliver valuable professional development and assist teachers in the content areas

Action Step 1 5

Utilize district instructional coaches to guide PLC's in building common assessments

Person Responsible

Rhonda Woodward

Schedule

Monthly, from 8/1/2014 to 5/1/2015

Evidence of Completion

PLC meeting notes, common assessments

G1.B1.S3 Para to run the computer lab 4

S135178

Strategy Rationale

Teachers would have more time to differentiate instruction

Action Step 1 5

A paraprofessional will be assigned to monitor students in the computer lab enabling teachers to pull small groups.

Person Responsible

Rhonda Woodward

Schedule

Daily, from 8/1/2014 to 5/1/2015

Evidence of Completion

Computer lab schedule, lesson plans showing small group pull out during the scheduled lab time

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop common assessments	Woodward, Rhonda	8/11/2014	PLC meeting notes, item analysis,	5/1/2015 weekly
G1.B1.S2.A1	Utilize district instructional coaches to guide PLC's in building common assessments	Woodward, Rhonda	8/1/2014	PLC meeting notes, common assessments	5/1/2015 monthly
G1.B1.S3.A1	A paraprofessional will be assigned to monitor students in the computer lab enabling teachers to pull small groups.	Woodward, Rhonda	8/1/2014	Computer lab schedule, lesson plans showing small group pull out during the scheduled lab time	5/1/2015 daily
G1.MA1	IPDP's aligned to SIP and AMOs with feedback from Administration		8/11/2014	Teacher's classroom data and documentation to support the IPDP strategies.	5/1/2015 semiannually
G1.MA2	Data Chats	Woodward, Rhonda	8/1/2014	report card grades, SM7 and DEA	5/1/2015 quarterly
G1.MA3	Grade level PLC's	Woodward, Rhonda	9/1/2014	Grade level PLC's will meet with administration, review and discuss common assessment item analysis	5/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. With the implementation of PLCs and Common Assessment students will achieve mastery of standards.

G1.B1 Curriculum (Access to Resources, Coaches)

G1.B1.S1 Implementation of grade level PLCs

PD Opportunity 1

Develop common assessments

Facilitator

Rhonda Woodward

Participants

all teachers

Schedule

Weekly, from 8/11/2014 to 5/1/2015

G1.B1.S2 Use of instructional coaches

PD Opportunity 1

Utilize district instructional coaches to guide PLC's in building common assessments

Facilitator

Rhonda Woodward

Participants

All Teachers

Schedule

Monthly, from 8/1/2014 to 5/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**