

Hardee County Schools

# Hilltop Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Hilltop Elementary School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

[www.hardee.k12.fl.us/hilltop\\_elementary](http://www.hardee.k12.fl.us/hilltop_elementary)

### School Board Approval

This plan was approved by the Hardee County School Board on 10/26/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

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

The vision of Hilltop Elementary School is to create Pride among students and staff by being Positive, Respectful, Independent and Dedicated learners through high Expectations.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cornelius, Beverly	Principal	<p>The principal supports the vision for the school and the district each day through actions.</p> <p>Meeting with teachers to review data, looking for growth and needs for improvement together, offering support and developing a plan is ongoing.</p> <p>Ensuring MTSS is implemented with fidelity, constant monitoring for effectiveness and support when needed.</p> <p>Monitoring core implementation, Tier 1, enrichment, Tier 2, and Tier 3, interventions for effectiveness and improvement daily.</p> <p>Seeking qualified instructional staff to fill positions so instruction can continue to be implemented with fidelity.</p>
Douglas, Chad	Dean	<p>Along with providing a disciple support at Hilltop, the Dean is responsible for the facility and serves as chair for the Threat Assessment Team. As Dean, he maintains positive contact with parents concerning discipline issues. He serves as the ELL Testing Facilitator and is responsible for completion of all required documentation and communication with parents. He supports in reviewing MTSS procedures and implementation of interventions.</p>
Daane, Kelly	School Counselor	<p>The Guidance Counselor at Hilltop wears many hats. She is responsible for organizing and facilitating state assessments, that includes training staff for administer the test. She also is responsible for scheduling and facilitating meetings and monitors the Rti process. She provides support for Branching Minds and assist staff with data interpretation and guidance for additional testing or modifications in instructional delivery. She provides character development lessons and provides counseling for all students when needed.</p>
Eriksen, Paige	Teacher, K-12	<p>As the grade chair for 2nd grade , this member of the School Leadership Team attends the meetings and provided input for 2nd grade concerning all topics that are presented to Leadership. She leads PLC meetings relaying information to her team. This SLT member participates in collection and analysis of data for 2nd grade.</p> <p>She is responsible for delivering Tier 2 and 3 intervention while meeting the needs of Tier 1 students. She provides support for her team through mentoring and support.</p>
Edwards, Samantha	Teacher, K-12	<p>As the grade chair for 4th grade , this member of the School Leadership Team attends the meetings and provided input for 4th grade concerning all topics that are presented to Leadership. She leads PLC meetings relaying information to her team. This SLT member participates in collection and analysis of data for 4th grade.</p> <p>She is responsible for delivering Tier 2 and 3 intervention while meeting the needs of Tier 1 students. She provides support for her team through mentoring and support.</p>

Name	Position Title	Job Duties and Responsibilities
Abbott, Cassidy	Teacher, K-12	As the grade chair for 3rd grade , this member of the School Leadership Team attends the meetings and provided input for 3rd grade concerning all topics that are presented to Leadership. She leads PLC meetings relaying information to her team. This SLT member participates in collection and analysis of data for 3rd grade. She is responsible for delivering Tier 2 and 3 intervention while meeting the needs of Tier 1 students. She provides support for her team through mentoring and support.
Crawford, Amanda	Teacher, K-12	As the grade chair for 5th grade , this member of the School Leadership Team attends the meetings and provided input for 5th grade concerning all topics that are presented to Leadership. She leads PLC meetings relaying information to her team. This SLT member participates in collection and analysis of data for 5th grade. She is responsible for delivering Tier 2 and 3 intervention while meeting the needs of Tier 1 students. She provides support for her team through mentoring and support.
Shackelford, Jennifer	Instructional Media	The Media Specialist is responsible for delivery of technology and literacy to K-5 graders. She provides technology training for teachers and monitors circulation of books in the media center. She is the chair of the Battle of the Books Team and Skirmish Team. She maintains current books in the media for student selection and manages the morning News each day. .
Mason, Gretchen	Teacher, K-12	This teacher leads our PBS Program at Hilltop. She is responsible for development of the program, monitoring for trends so they can be addressed. She leading our Mane Event, which is recognizing those deserving students from each class each 9 weeks.
Dickey, Jessica	Instructional Coach	Serves as Instructional coach to mentor and support new teachers, through observation and debrief, offering suggestions, and through modeling. She attends District Coaching meetings and relays information back to school. She identifies the bottom quartile and supports Tier 2 and Tier 3 interventions plans. She delivers professional development when needed. She attends grade level PLC meetings to review Rti data and provides support to Branching Minds. She serves on the committee to review materials for state adoption. She has open communication with teachers about curriculum, online programs and support curriculum to aid teachers with implementation and effectiveness.
Buzzard, LeAnne	Teacher, K-12	As the grade chair for Kindergarten, this member of the School Leadership Team attends the meetings and provided input for Kindergarten concerning all topics that are presented to Leadership. She leads PLC meetings relaying information to her team. This SLT member participates in



Name	Position Title	Job Duties and Responsibilities
		collection and analysis of data for Kindergarten and for delivering of Tier 2 and 3 intervention while meeting the needs of Tier 1 students. She provides support for her team through mentoring and support.
Gunnoe, Logan	Teacher, K-12	As the grade chair for 1st grade, this member of the School Leadership Team attends the meetings and provided input for 1st grade concerning all topics that are presented to Leadership. She leads PLC meetings relaying information to her team. This SLT member participates in collection and analysis of data for 1st grade. She is responsible for delivering Tier 2 and 3 intervention while meeting the needs of Tier 1 students. She provides support for her team through mentoring and support.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Hilltop Elementary School, School Advisory Council is made up of teachers, educational support personnel, parents, a member of the business community, school administrator and the Council meets quarterly. The SAC stakeholders participate in decision making of the development of the SIP and it is reviewed each meeting. The SAC is provided the opportunity to offer recommendations concerning student achievement. The SAC provides input concerning the disbursement of the parent involvement funds to support student achievement.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored continuously. Once students have completed PM1, Reading and Math (FAST & Early Literacy Reading and Math) the IReady Diagnostic and STAR for grades 3-5, the Leadership Team will review the data for remediation and enrichment. During PLC's the grade level teams will review the Rti data. Growth checks will be administered every 30 days.

The SIP will be adjusted to reflect data results.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	79%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: A  2018-19: A  2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	13	11	11	7	10	5	0	0	0	57	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	11	1	4	8	3	2	0	0	0	29	
Course failure in Math	3	1	5	8	7	6	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	21	14	13	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	19	12	6	0	0	0	37	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	5	6	17	6	8	0	0	0	50	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	2	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	12	20	12	15	0	0	0	82	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	3	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	12	20	12	15	0	0	0	82	

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	3	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	46	53	46	54	56	54		
ELA Learning Gains				49			67		
ELA Lowest 25th Percentile				35			60		
Math Achievement*	55	58	59	73	45	50	79		
Math Learning Gains				76			86		
Math Lowest 25th Percentile				71			86		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	24	37	54	21	64	59	56		
Social Studies Achievement*					64	64			
Middle School Acceleration					55	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	73	57	59	51			55		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	33	Yes	1	
ELL	36	Yes	1	
AMI				
ASN				
BLK				
HSP	44			
MUL				
PAC				
WHT	39	Yes	1	
FRL	41			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	42			
ELL	49			
AMI				
ASN				
BLK				
HSP	53			
MUL				
PAC				
WHT	65			
FRL	52			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			55			24					73
SWD	13			27							3	60
ELL	31			48			17				5	73
AMI												
ASN												
BLK												
HSP	39			53			25				5	71
MUL												
PAC												
WHT	41			62			23				4	
FRL	35			51			23				5	71

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	49	35	73	76	71	21					51
SWD	28	43		39	57							
ELL	32	45	38	68	78	70	6					51
AMI												
ASN												
BLK												
HSP	44	48	35	74	76	74	18					52
MUL												
PAC												
WHT	60	59		70	71							
FRL	43	47	32	72	76	73	20					53

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	67	60	79	86	86	56					55
SWD	27			68								
ELL	45	56	55	73	80		40					55

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP	54	59	50	77	84	80	51					55
MUL												
PAC												
WHT	62	100		82	90		90					
FRL	52	63	62	78	83		48					53

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	44%	48%	-4%	54%	-10%
04	2023 - Spring	45%	51%	-6%	58%	-13%
03	2023 - Spring	26%	47%	-21%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	53%	-15%	59%	-21%
04	2023 - Spring	59%	61%	-2%	61%	-2%
05	2023 - Spring	77%	61%	16%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	35%	-12%	51%	-28%



### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Hilltop's 3rd grade showed the lowest performance on the 22-23 FAST test in both reading and math with only 26% scoring level 3-5 in ELA and 38% scoring level 3-5 in math.  
The lack of a certified teacher, and a large cohort of ELL students contributed to the low performance.

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

5th grade Science showed the greatest decline, with only 21% scoring level 3-5. The major factor contributing to the decline was the lack a certified teacher.

**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.**

3rd grade ELA, with only 27% scoring levels 3-5 had the greatest gap when compared with the state average.  
Lack of certified instructional staff was the largest contributing factor.

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

5th Grade math showed the most improvement, with 77% scoreing levels 3-5, compared the state with 54%.  
Experience with the standards and delivery of instruction was the contributing factor.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Attendance is a concern, although concentrated.

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

Maintaining certified personnel  
Reading proficiency for all deficient readers, especially ELL students who are learning English.  
Preparing student for the 5th grade science test.

#### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

#### Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

K-2 teachers will continue to monitor the fidelity of Tier 1 instruction. Special attention will be focused on phonics and foundational reading skills. Tier 3 students will be identified based on STAR Early Literacy and I Ready for RtI. Branching Minds will be the tool utilized for documenting data. During PCL's the grade groups will review data and trends. Administration and the Literacy Coach will attend PLC's to review data with the teachers.

Saxon Phonics, HMH Reading with BEST Standards, Imagine Learning for our ELL students and Iready adaptive lessons in reading will continue. A hands on Language Lab has also been created for a hands on approach and listening centers which will provide a hands on approach for the foundational reading skills.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

74% of 3rd graders scored below level 3, 54% of 4th graders scored below level 3 and 56% of 5th graders scored below level 3 on the 2022-2023 FAST Assessment. The bottom quartile students in language arts will be served in Reading Remediation. Remediation for Tier 3 students will be longer and assessment driven. Tier 2 students will receive targeted small group instruction and Tier 1 students will continue with core instruction for enrichment.

All tier instruction will be delivered according to the individual needs as identified through FAST, iready data, teacher observations, and Imagine Learning Acquisition will continue to be a focus for our ELL students.

### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

Decreasing the number of K-2 students scoring a level 1 or 2 on the STAR Early Literacy/STAR to less than 50%

### **Grades 3-5 Measurable Outcomes**

Increasing the number of 3-5 students scoring level 1 and level 2 to less than 50% on the FAST Progress Monitoring.

## **Monitoring**

### **Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

iReady reports-progress and lessons completed  
iReady Diagnostic test/growth checks  
STAR  
STAR/Early Literacy  
FAST PM  
Imagine Learning Language Acquisition  
Branching Minds data trends  
Grade level PLC notes tracking data and instruction

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Cornelius, Beverly, bcornelius@hardee.k12.fl.us

## **Evidence-based Practices/Programs**

### **Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Saxon Phonics  
HMH Reading program aligned with BEST Standards-Core instruction for all  
Imagine Learning  
iReady  
90 minute reading block  
Tier 2 and 3 targeted small group instruction  
Modeling and guided practice  
FCRR Center Activities  
Reading Remediation with SRA Corrective Reading

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Saxon Phonics and SRA Corrective Reading are both explicit and direct instruction programs which have proven effective for the instruction of phonics and reading.

HMH is aligned with BEST Standards and provides the spiraled instruction necessary for K-5 instruction. iReady Reading is an adaptive program and provides for close monitoring of the reading domains. The 90 minute reading block provides the structure and environment for core instruction during which strategies and skills are modeled and guided practice provided; questioning and feedback are utilized during core instruction as well as in small groups. Students have time for independent practice, scaffolded/targeted instruction.

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

Weekly/monthly reports will be run for iReady, HMH Reading  
 Informal observation  
 Review of lesson plans addressing standards  
 Data reviewed at grade level PLC meetings with Literacy Coach and  
 Principal for progress

Cornelius, Beverly,  
 bcornelius@hardee.k12.fl.us

**Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Hilltop Elementary's School Improvement Plan is published on the school website.

The SIP is reviewed during our Title 1 Parent Orientation where parents could ask questions and provide feedback.

The School Advisory Council is a representative group of stakeholders that are involved in the development of the SIP and the document is revisited at each SAC meeting. Hilltop Leadership Team assist in development of the SIP and monitors it's progress at the grade level and discusses progress during PLC meetings. All faculty and staff are provided with a copy of the SIP and will monitor data current data to the data indicated on the SIP for areas of improvement.

The SIP is posted on the school website and updated as needed.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Hilltop is a neighborhood school. Parents can easily walk to the campus. Many are the mothers of students will walk to gather their children afterschool and talk with the staff. Those daily interactions help them to feel welcome on campus.

Teachers schedule parent conferences during the first six weeks of school at a time that is convenient for the parent. Teachers discuss the students progress. The Parent Compact is reviewed during the conference so parents can sign after the responsibilities are reviewed. Translators are provided for conferences and any parent activity. Hilltop has 11 parent activities each year. The Family Engagement Plan can be accessed at <https://www.hes.hardee.k12.fl.us> . Teachers send home weekly teacher notes and a monthly newsletter goes home to families in both English and Spanish.

Nightly data chats are held twice a year after PM 1 and PM 2. Hilltop has an English and Spanish room. At the end of each 9 weeks, students are recognized for exhibiting PRIDE, Positive, Responsible, Independent learner, Dedicated and high Expectations. Parents are invited to this event to see their child receive this recognition. Hilltop also invites dads to come for Donuts with Dad, Fall Festival, Family STEM Night, Muffins with Mom in February, and our Awards Ceremony at the end of the year.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Hilltop Elementary runs a Fall and Spring Afterschool. We typically run 150 students. Remediation is targeted based on results from the Iready diagnostic and FAST. Enrichment is also provided.

This year Hilltop has a designated time for schoolwide Rti which will provide enrichment for Tier 1 students and remediation for Tier 2 and 3. SRA Corrective Reading, Wordly Wise, Vocabulary is enriched with Greek and Latin Roots, Saxon Phonics aids in foundational phonics skills.

Student Council elections will be held again this year as well as after school activities including Garden Club, Chess Club, Drama Club, Book Club, Battle of the Books, Safety Patrol, Pep Squad, Morning Announcements.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Hilltop Partners with Head Start for a smooth transition to school.

Federal Programs provides a number of services through Title 1, Part A, Title 1, Part C, Title III, Part A, Title IV Part A, Title V, Part B, Subpart 2. Title IX, Part A.

Adult Ed provides services for those adults wishing to continue their education.

CTE provides a pathway for careers.

Students can receive services through our school counselor or school psychologist for strategies to deal with emotional, social, physical or behavioral issues.

### Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

NA

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

NA

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

NA

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

NA

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

NA

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

## Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No