

Lake Wales Charter Schools

Hillcrest Elementary School



2019-20 School Improvement Plan

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Hillcrest Elementary School

1051 STATE ROAD 60 E, Lake Wales, FL 33853

<http://lwcharterschools.com/hillcrest>

Demographics

Principal: Jennifer Barrow

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: B
School Grades History	<p>2017-18: B</p> <p>2016-17: C</p> <p>2015-16: C</p> <p>2014-15: C</p> <p>2013-14: B</p>
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	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.

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 and position title for each member of the school leadership team:

Name	Title
Barrow, Jennifer	Principal
Principal	
Borders, Elizabeth	Instructional Coach
Instructional Coach	
Griffiths, Kim	Instructional Coach
Instructional Coach	
Finnell, Deann	Instructional Coach
Instructional Coach	

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	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	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	37
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

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

41

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	15	18	5	5	5	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	29	26	28	29	13	0	0	0	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	9	11	20	0	0	0	0	0	0	0	40

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	4	2	10	16	9	0	0	0	0	0	0	0	41

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	15	18	5	5	5	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	29	26	28	29	13	0	0	0	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	9	11	20	0	0	0	0	0	0	0	40

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	4	2	10	16	9	0	0	0	0	0	0	0	41

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%	55%	0%	56%
ELA Learning Gains	56%	0%	58%	58%	0%	55%
ELA Lowest 25th Percentile	42%	0%	53%	40%	0%	48%
Math Achievement	68%	0%	63%	75%	0%	62%
Math Learning Gains	62%	0%	62%	73%	0%	59%
Math Lowest 25th Percentile	40%	0%	51%	34%	0%	47%
Science Achievement	53%	0%	53%	54%	0%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	127 (0)	113 (0)	110 (0)	128 (0)	88 (0)	120 (0)	686 (0)
Attendance below 90 percent	8 (0)	10 (0)	4 (0)	10 (0)	7 (0)	9 (0)	48 (0)
One or more suspensions	0 (0)	0 (15)	0 (18)	0 (5)	0 (5)	0 (5)	0 (48)
Course failure in ELA or Math	5 (0)	0 (29)	2 (26)	12 (28)	2 (29)	0 (13)	21 (125)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (9)	18 (11)	21 (20)	54 (40)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	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%
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 2016-17	C & C Accel 2016-17
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 2015-16	C & C Accel 2015-16
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				

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
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%

Subgroup Data

Students With Disabilities	
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

English Language Learners	
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
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	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

Bottom quartile learning gains for reading and math are still below 50% with minimal growth for both subject areas.

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

3rd grade math showed the greatest decline from the previous year. We had 2 teachers leave during the year and had to hire new teachers to replace them that were not experienced with 3rd grade curriculum.

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

The data components that had the greatest gap when compared to the state average is the following:

ELA bottom 25%- Hillcrest=42% ;State of Florida= 57%
 Math bottom 25%-Hillcrest=40% ; State of Florida =51%

In ELA, the factors contributed to this is we had one new teacher as well as attendance concerns. In math, the factors contributed to the lack of significant growth in this subgroup is we had two new teachers as well as attendance concerns.

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

Our most improved data was our ELA achievement as we improved from 55% to 56%. We put an emphasis with our accelerated reading program and added additional support with our fourth and fifth graders. Our achievement level would have shown more substantial growth if our third grade team was able to maintain.

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

We need to improve our attendance as this is our area of concern as well as reduce our number of discipline referrals.

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

1. Bottom quartile learning gains in reading
2. Bottom quartile learning gains in math
3. Third grade achievement in reading
4. Third grade achievement in math
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Bottom Quartile in Reading and Math
Rationale	<p>Our data is showing the following: ELA bottom 25%- Hillcrest=42% ;State of Florida= 57% Math bottom 25%-Hillcrest=40% ; State of Florida =51%</p> <p>There is minimal growth with these subgroups. After analyzing the data, we noticed we did not make nearly the same growth as the State of Florida did in these categories.</p>
State the measureable outcome the school plans to achieve	<p>In ELA, our measurable outcome is to increase to 45% with the ELA bottom 25% based on FSA. In Math, our measurable outcome is to increase to 43% with the math bottom 25% based on FSA.</p>
Person responsible for monitoring outcome	Jennifer Barrow (jennifer.barrow@lwcharterschools.com)
Evidence-based Strategy	Students will be given additional time in small groups using data from our ongoing progress monitoring (NWEA Maps) and real time data (iReady) to address specific gaps using research based curriculum.
Rationale for Evidence-based Strategy	Hillcrest Elementary analyzed the growth from two of our elementary schools in our system that showed substantial growth from the school grade data analysis and we are incorporating their strategies of additional minutes in small groups with an intentional focus on specific needs that are causing the disconnect with grade level materials using research based programs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Give Progress Monitoring Assessments 2. Identify the bottom 25% in both reading and math 3. Develop a schedule for the support and meet with the parents 4. Create effective lessons using the research based materials 5. Implement the schedule with fidelity.
Person Responsible	Jennifer Barrow (jennifer.barrow@lwcharterschools.com)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Hillcrest Elementary will continue to sponsor family nights to focus on curriculum, standards, and building relationships with families. For the 2019-2020 school year, we are also adding parent nights to assist those families with basic skills to increase attendance and student achievement. Hillcrest Elementary hosts open house nights and parent conference nights to increase communication between the homes and the school. Finally, Hillcrest Elementary will make sure of their website and social media to build positive relationships with all community and business stakeholders.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Hillcrest Elementary provides a tiered system of intervention to meet the social-emotional needs of all of our students. The first tier is implementing the school-wide Positive Behavior Support plan. Students who need additional support are moved towards tier two or tier three depending on their individual needs. Tier two consists of small group counseling and behavior charts. In addition to the small group counseling, behavior motivation and social skill building groups are provided to improve peer socialization. Tier three is individualized but consists of functional behavior assessments, behavior intervention plans, and referrals to outside community agencies. All students and families have access to our school's social worker, referral coordinator, and school psychologist.

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

Hillcrest plans to assist preschool children in the transition from early childhood programs to local elementary school programs. The local pre-schools brings their students to visit kindergarten classrooms in the spring. All incoming kindergarten students are given an assessment before they are placed in classrooms to help determine kindergarten readiness. On campus Pre-K program gives an orientation of the kindergarten classrooms. A support group has been formed through the Lake Wales Charter School Superintendent's office to work with all Lake Wales community daycares to bridge the gap for school readiness among the incoming kindergartners. A kindergarten support program has also been implemented that funds the endeavors of preschool transition. Current or Planned Programs to assist preschoolers:

*Two weeks prior to school startup, with the assistance of four classroom teachers, delivers a program to all Hillcrest Preschoolers.

*Attendance is voluntary but encouraged.

*The assessment tool used is created by the kindergarten staff and the objectives for this activity include:

*The students will be able to: recognize his/her name in print; develop an awareness that print contains a message

*Demonstrate good listening skills

*Communicate ideas and needs in an appropriate way

*Handle books appropriately

*Learn appropriate uses of class materials; share space and materials

*Participate in group activities; practice one-to-one correspondence, and develop social skills with peers. Parents will become familiar with the school campus, understand report cards and the grading system, and gain an understanding of the School Handbook as well as The Code of Conduct as a result of this two week program. This program is evaluated each year by the individuals involved as well as by the grant given.

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 Principal provides a common vision for the use of data-based decision -making, models of the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RTI; ensures that the school-based team is implementing PS/RTI; conducts assessment of PS/RTI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RTI implementation; develops a culture of expectation with the school staff for the implementation of PS/RTI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RTI plans and activities.

Title I, Part A

Title I, Part A, funds school-wide services to Hillcrest Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs.

Title I, Part C- Migrant

Migrant students enrolled in Hillcrest Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Hillcrest Elementary are used to purchase but not limited to Beginning Teacher Program.

Title III

The LEA which include Hillcrest Elementary will work together to provide such services as but not limited to: parent building capacity events, translation of document.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students.

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

Hillcrest Elementary invites business partners to speak with our students and teachers on the Great American Teach-In to bring awareness to college and career paths. We also have received grants that enable our students to attend field trips outside the schools to bring awareness for college and career paths (i.e., Cemax).

Part V: Budget						
1	III.A	Areas of Focus: Bottom Quartile in Reading and Math				\$113,518.22
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	130-Other Certified Instructional Personnel	1361 - Hillcrest Elementary School	Title, I Part A		\$82,925.00
			<i>Notes: To support the small groups and provide the individualized instruction.</i>			
	3374	520-Textbooks	1361 - Hillcrest Elementary School	General Fund		\$30,593.22
			<i>Notes: Research based materials will meet the individualized needs.</i>			
					Total:	\$113,518.22