

Bay District Schools

Hiland Park Elementary School



2021-22 Schoolwide Improvement Plan

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Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

Demographics

Principal: Fa IR Cloth Ilea

Start Date for this Principal: 6/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (45%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every Child, Every Day!

The mission of Hiland Park Elementary is to develop the whole child by empowering leaders and creating an atmosphere of excellence and happiness.

Each day, our students recite our LEAD Pledge. At Hiland Park Elementary we are:

Learning Together

Empowering Others

Achieving Goals

Discovering Our Potential

Updated Summer 2021

Provide the school's vision statement.

Our vision is to prepare lifelong learners to be productive members of society and to own their future.
#HPELeads

Updated Summer 2021

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Davis, Kristal	Teacher, ESE	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Baggett, Melanie	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Breland, Steve	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Faircloth, Ilea	Principal	<p>As principal, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As administrators, it is our responsibility to guide conversations about data and curriculum content, engage all stakeholders, and provide shared leadership opportunities.</p>
Hovley, Paula		<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Johnson, Erica	Assistant Principal	<p>As assistant administrator, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As administrators, it is our responsibility to guide conversations about data and</p>

Name	Position Title	Job Duties and Responsibilities
		curriculum content, engage all stakeholders, and provide shared leadership opportunities.
McNeal, Jaclyn	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Mills, Robin	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Scola, Gigi	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Torres, Amber	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Pitts, Angela	Other	<p>As a SLP/teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>

Demographic Information

Principal start date

Saturday 6/1/2019, Fa IR Cloth Ilea

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

3

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

6

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

580

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	100	104	69	81	76	99	0	0	0	0	0	0	0	529	
Attendance below 90 percent	39	34	22	28	32	24	0	0	0	0	0	0	0	179	
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2	
Course failure in ELA	0	2	4	8	1	0	0	0	0	0	0	0	0	15	
Course failure in Math	0	0	4	3	2	3	0	0	0	0	0	0	0	12	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	33	0	0	0	0	0	0	0	51	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	18	32	0	0	0	0	0	0	0	53	
Number of students with a substantial reading deficiency	2	9	12	10	6	6	0	0	0	0	0	0	0	45	

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	1	4	6	11	14	0	0	0	0	0	0	0	36

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	7	3	1	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	75	62	73	80	70	0	0	0	0	0	0	0	452
Attendance below 90 percent	10	7	6	9	7	4	0	0	0	0	0	0	0	43
One or more suspensions	1	4	2	0	5	1	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18

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	1	0	0	6	3	0	0	0	0	0	0	0	10

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	4	3	0	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	75	62	73	80	70	0	0	0	0	0	0	0	452
Attendance below 90 percent	10	7	6	9	7	4	0	0	0	0	0	0	0	43
One or more suspensions	1	4	2	0	5	1	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18

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	1	0	0	6	3	0	0	0	0	0	0	0	10

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	4	3	0	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	55%	57%	43%	50%	56%
ELA Learning Gains				52%	59%	58%	47%	49%	55%
ELA Lowest 25th Percentile				62%	57%	53%	44%	45%	48%
Math Achievement				44%	56%	63%	51%	57%	62%
Math Learning Gains				46%	54%	62%	56%	57%	59%
Math Lowest 25th Percentile				32%	42%	51%	24%	46%	47%
Science Achievement				41%	53%	53%	48%	50%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	61%	-14%	58%	-11%
Cohort Comparison						
04	2021					
	2019	43%	58%	-15%	58%	-15%
Cohort Comparison		-47%				
05	2021					
	2019	39%	56%	-17%	56%	-17%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	62%	-14%	62%	-14%
Cohort Comparison						
04	2021					
	2019	48%	59%	-11%	64%	-16%
Cohort Comparison		-48%				
05	2021					
	2019	30%	54%	-24%	60%	-30%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	54%	-19%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAP

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			55
	Economically Disadvantaged			51
	Students With Disabilities			26
	English Language Learners			33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			55
	Economically Disadvantaged			50
	Students With Disabilities			30
	English Language Learners			33
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			44
	Economically Disadvantaged			38
	Students With Disabilities			38
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			62
	Economically Disadvantaged			60
	Students With Disabilities			58
	English Language Learners			0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			49
	Economically Disadvantaged			44
	Students With Disabilities			11
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			46
	Economically Disadvantaged			46
	Students With Disabilities			5
	English Language Learners			25
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			54
	Economically Disadvantaged			40
	Students With Disabilities			57
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			58
	Economically Disadvantaged			47
	Students With Disabilities			50
	English Language Learners			25

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			40
	Economically Disadvantaged			38
	Students With Disabilities			20
	English Language Learners			10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			40
	Economically Disadvantaged			35
	Students With Disabilities			10
	English Language Learners			30
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			56
	Economically Disadvantaged			58
	Students With Disabilities			43
	English Language Learners			20

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	38	42	18	44		10				
ELL	13	20		20	40						
BLK	22	33		19	40						
HSP	24	38		32	54		27				
MUL	31			43							
WHT	45	18		50	46		47				
FRL	32	31	60	35	46		38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	39		15	32	23	29				
ELL	40			40							
BLK	20	39	67	20	28	38	15				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	50	75		43	58						
MUL	44	36		39	29						
WHT	51	56	53	54	54	27	51				
FRL	41	50	58	42	45	38	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	23	22	24	30	19	6				
ELL	9			36							
ASN	60			90							
BLK	27	39	38	35	47	32	21				
HSP	46	24		43	44						
MUL	40	41		48	63						
WHT	51	55	53	59	60	18	60				
FRL	38	43	42	48	51	22	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When analyzing the 2019 to 2021 FSA ELA data and comparing that to NWEA MAP data it is evident that proficiency scores decreased (43 to 37) as well as learning gains for ELA (52 to 26) and lowest quartile (62 to 47).

When analyzing the 2019 to 2021 FSA Math data and comparing that to NWEA MAP data it is evident that proficiency scores decreased (44 to 43) however, learning gains for Math increased (46 to 47) as well as lowest quartile (32 to 69).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA proficiency, learning gains, and lowest quartile.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

BDS was between reading series, this year we are using HMH and in addition to iReady, we anticipate significant improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math learning gains and lowest quartile.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Hiland Park has been using Eureka Math for several years and we are more comfortable with executing the content. We have continued supporting our students and encouraging basic facts with our parents.

What strategies will need to be implemented in order to accelerate learning?

We hope with being a 1:1 device school and providing students access while on quarantine will help lessen academic gaps and continue learning from home.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers were provided two days of summer to plan and prepare for HMH. Using Title 1 funding every grade level will have 1 day per quarter for planning and preparation.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

This year we are full inclusion and have prioritized para support to increase instructional momentum. Through these additional supports and the continuation of our processes and procedures for behavior- we hope to increase all student's access to direct instruction within the classroom setting.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Rigorous Instruction (PLCs, Intervention, Feedback, Support)- Learning gains for all
Description and Rationale:	As data indicates, HPE is a C with many components being under the desired 62% of points. We will focus on rigorous instruction to increase every category relating to proficiency and learning gains. Additionally this year, we will continue to integrate acceleration into our practice from coaching insights from TNTP (from the 2020-2021 school year).
Measurable Outcome:	Hiland Park Elementary will increase all components to at least 62% of points possible in order to become an A school.
Monitoring:	CWTs and iReady data
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	PLCs will focus on planning and preparation of BDS Pacing Guides while administration focuses on providing regular feedback and support through strategic coaching and Classroom Walk Throughs (CWTs).
Rationale for Evidence-based Strategy:	John Hattie identified feedback had an effect size of .70, teacher clarity .75, formative evaluation .45, and collective teacher efficacy at 1.57. With administration participating in PLCs and providing CWT feedback regularly we look to see increases in rigorous instruction paired with acceleration.

Action Steps to Implement

1. PLCs meeting regularly for planning and preparation of BDS Pacing Guides (Admin joining weekly on Tuesday)
2. Strategic intervention for ELA and Math
3. CWT Feedback regularly by admin
4. Support of strategic coaching when identified
5. Consistent support of students with disabilities within the inclusive classroom setting.
6. Teachers have a professional WIG in addition to personal WIG.
7. Coaching of administration by TNTP on acceleration and leadership.

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus	ELA/Math Lowest Quartile/Subgroups (SWD, Black, Multiracial) Students
Description and Rationale:	As data indicates, HPE is working to identify students by name and need in order to increase school grade categories for lowest quartile and also address the needs of the following subgroups: SWD, Black, Multiracial.
Measurable Outcome:	Hiland Park Elementary will increase math lowest quartile from 46 to 62 (16 percentage points) and maintain ELA lowest quartile gains at 62%. Subgroups (SWD, Black, Multiracial) identified within that category will also increase.
Monitoring:	iReady data and MTSS Universal Spreadsheet
Person responsible for monitoring outcome:	Ilea Faircloth (faircim@bay.k12.fl.us)
Evidence-based Strategy:	Students will continue to track their own goals using our WIGs (Wildly Important Goals) at the school, grade, and student levels. Teachers will keep track all students using the MTSS Universal Spreadsheet where students will be discussed regularly in PLC meetings and monthly MTSS Leadership meetings. Additionally, teachers will complete Data Chat forms to drive trimester data chats.
Rationale for Evidence-based Strategy:	According to John Hattie author of "Visible Learning", he identified self-reported grades had an effect of 1.33 and feedback had an effect size of .70. When students have ownership of their own learning they have buy-in and ownership. Feedback to both students and teachers also has a significant impact on outcomes.

Action Steps to Implement

1. WIGs (School, grade, student) ELA and Math (See Section 2: 1f for the definition of WIG)
2. Teacher tracking students using MTSS Universal Spreadsheet
3. Data Chats each trimester after MAP administration with admin and students.

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

#3. Other specifically relating to behavior

Area of Focus	Behavior (Leader in Me/House System/PBIS Revitalization)
Description and Rationale:	As data indicates, the past 3 years Hiland Park has had 1019 referrals (2016), 1026 (2017), and 426 (2018). In 2019, Hiland Park had 179 discipline referrals.
Measurable Outcome:	Hiland Park Elementary will continue to decrease the number of discipline referrals in order to maintain instructional momentum.
Monitoring:	Dojo Leadership House Points Referrals (Suspensions: ISS/OSS)
Person responsible for monitoring outcome:	Erica Johnson (johnsem1@bay.k12.fl.us)
Evidence-based Strategy:	Leader in Me Core Behavior Program, implementation of Ron Clark House System, and discussing behavior data regularly.
Rationale for Evidence-based Strategy:	Marzano identified rules and procedures had an effect size of .76, disciplinary interventions had an effect size of .91, and teacher-student relationships had an effect of .87.

Action Steps to Implement

1. Implementation and support of Hiland Park's Mental Health Triad team. These 3 individuals will be providing support for behavior and student mental health daily. Use of Masters and Licensed level personnel to support students within the classroom setting and small group where appropriate. Use of Promise Room and Calm Down space are additional layers of support.
2. Leader in Me as core program
3. House System and celebrations
4. Use of morning meeting to support Leader in Me
5. Integration of "Proactive Place" in every classroom (Calm Down Bucket)
6. Monthly meeting of Threat Assessment Team and MTSS Leadership to discuss students with behavioral concerns.

Person Responsible Erica Johnson (johnsem1@bay.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

The Florida State Assessment measures students' ability to demonstrate mastery of state standards in ELA. Students scoring a Level 3 or above are considered to meet grade level mastery of state standards measured on the FSA.

Based on the current released data 22% of the third grade students tested scored a Level 1 on the 2021 FSA ELA. Additionally 18% percent of third grade students tested scored a Level 2 on 2021 FSA ELA. This represents a total of 51% of third grade students that participated in FSA testing scored below the state's criteria for proficiency.

Based on the released data 39% of tested fourth grade students scored a Level 1 on the 2021 FSA ELA. Additionally 26% of tested fourth graders scored a Level 2. This represents a total of 65% of fourth graders that participated in FSA testing scored below the state's criteria for proficiency.

Based on the released data 36% of tested fifth grade students scored a Level 1 on the 2021 FSA ELA. Additionally 39% of tested fifth graders scored a Level 2. This represents a total of 72% of tested fifth grade students scored below the state's criteria for proficiency.

Measurable Outcome:

Students in grade 3 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 49% to 52%.

Students in grade 4 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 35% to 38%.

Students in grade 5 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 28% to 31%.

Monitoring:

Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments and progress monitoring probes. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through iReady Diagnostic assessments three times per year and more frequently through Growth Monitoring Assessments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Bay County has adopted a new state approved ELA Curriculum , Houghton Mifflin Harcourt, which is correlated with the new FL BEST Standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. In addition the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. In addition, the curriculum includes Table Top lessons for ELL students allowing them to access and interact with grade level texts and skills as well. Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions. In addition students will be assigned individualized lessons to address learning deficits. Students will participate in growth monitoring assessments more frequently in order to determine student progress and needs.

Rationale for Evidence-based Strategy: Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on Hattie's research (Visible Learning: John Hattie 2017)

Action Steps to Implement

Teachers will participate in Houghton Mifflin Harcourt virtual training facilitated by district ELA Instructional Specialists. This series of training will guide teachers in the implementation of the curriculum. Follow-up trainings will be conducted both virtually and in person by the district's ELA Instructional Specialists.

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made (teacher: student ration; time in intervention; intervention materials; instruction).

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

See above Area of Focus for behavior for more information.

Hiland Park has the indicator of very low incident overall.

Suspension at Hiland Park have decreased from 26 ISS to 17 in 2019 and 30 to 12 OSS in 2019.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Hiland Park is the epitome of positive school culture and environment. Our mission is to develop the whole child by empowering leaders and creating an atmosphere of excellence and happiness. We do this by addressing the whole child using resources at both the school and district levels. Services available are: on-site school counselor, mental health counselors, a mental health triad team of 3 qualified and/or licensed staff, Telehealth counselors, behavior interventionists, PROMISE paras, and mentors.

Additionally, Hiland Park is a Leader in Me LightHouse school in conjunction with the leadership house system. We strive to teach our students the 7Habits of Highly Effective People.

- 1 - Be proactive.
- 2 - Begin with the end in mind.
- 3 - Put first things first.
- 4 - Think win-win.
- 5 - Seek first to understand, then to be understood.
- 6 - Synergize!
- 7 - Sharpen the Saw
- 8- Find your voice

Each student is "sorted" into a leadership house in order to uplift and encourage students across grade levels both vertically and horizontally to lift up one another. The four leadership houses are: Altruismo, Isibindi, Reveur, and Amistad. The leadership houses are partnered with the five Leader in Me Paradigms:

Altruismo- Everyone can be a leader.

Isibindi- Everyone had genius

Reveur- I am empowered to lead my own learning

Amistad- Change starts with me

and all four houses develop the whole person (paradigm 5).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Hiland Park Elementary has three teams to support the implementation of culture and school environment. The Parent LightHouse Team, Staff LightHouse Team, and Student LightHouse team. Each group is represented by their respective stakeholders and has a focus of implementing Leader in Me and our school's house system. The Parent LightHouse Team is made up of various stakeholders to include

community members and business partners. These groups assist in continuing to hone our mission and vision while working to achieve our goal of becoming an A school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Other: behavior	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00