

Polk County Public Schools

Highland City Elementary School



2021-22 Schoolwide Improvement Plan

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Highland City Elementary School

5355 9TH STREET SE, Highland City, FL 33846

http://schools.polk-fl.net/highland_city

Demographics

Principal: Amy Weingarth

Start Date for this Principal: 7/1/2016

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)	98%
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: A (63%) 2017-18: C (50%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 is pending approval by the Polk County School Board.

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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Highland City Elementary School

5355 9TH STREET SE, Highland City, FL 33846

http://schools.polk-fl.net/highland_city

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>50%</p>

School Grades History

<p>Year</p>	<p>2020-21</p>	<p>2019-20</p>	<p>2018-19</p>	<p>2017-18</p>
<p>Grade</p>	<p>A</p>	<p>A</p>	<p>A</p>	<p>C</p>

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<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.

The Mission of Highland City Elementary is to provide a safe, nurturing learning environment where all stakeholders take responsibility for students reaching their highest potential. This will be accomplished through implementing focused professional development which ensures a highly qualified staff; providing the students with a high-quality instruction which will result in increased academic learning gains for all students; and ensuring that the school is part of the community and the community is part of the school. Parents, community, and the school staff will strive to work together to help the children grow educationally, physically, emotionally, and socially while strengthening the values of our community.

Provide the school's vision statement.

Our vision for Highland City Elementary is for each student to master the skills necessary to progress as lifelong learners who will become responsible citizens of our society.

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
Weingarh, Amy	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from, and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
<p>Van Hook, Sara</p>	<p>Assistant Principal</p>	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from, and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

The School-based Instructional Coach is responsible for teacher-to-teacher coaching, modeling, mentoring, and collaborating to promote a better articulated instructional curriculum for students. The School-based Instructional Coach will also be responsible for coaching teachers about: data collection, analysis, interpretation, and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

<p>Smith, Alison</p>	<p>Instructional Coach</p>	<ul style="list-style-type: none"> *Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. *Conduct focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. *Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. *Support teachers in planning instruction to meet the needs of all students through differentiated instruction. *Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. *Help teachers understand state and district mandates and how these mandates support student achievement.
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Name	Position Title	Job Duties and Responsibilities
		<p>*Provide support for school-based professional development to build the school's training capacity.</p> <p>*Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>*Provide follow-up support at the school level for district professional development in assigned content area.</p> <p>*Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</p> <p>*Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <p>*Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>*Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p>
Glover, Emily	Teacher, ESE	An ESE Teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the Exceptional Student Education Policies and Procedures, Individual Education Plans, instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Whatley, Erica	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Bowman, Mandy	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Strain, Lee	Teacher, ESE	An ESE Teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the Exceptional Student Education Policies and Procedures, Individual Education Plans, instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Smith, Phyllis	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process,

Name	Position Title	Job Duties and Responsibilities
		curriculum development, classroom management, public relations, professional growth, and student evaluation.
Strain, Jennifer	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Kuhlman, Cynthia	Teacher, ESE	An ESE Teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the Exceptional Student Education Policies and Procedures, Individual Education Plans, instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.

Demographic Information

Principal start date

Friday 7/1/2016, Amy Weingarth

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.*

1

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

35

Total number of students enrolled at the school

448

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

2

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

3

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	0	73	74	69	68	84	0	0	0	0	0	0	0	368
Attendance below 90 percent	0	17	17	13	10	17	0	0	0	0	0	0	0	74
One or more suspensions	0	2	0	2	6	8	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	11	18	19	16	26	0	0	0	0	0	0	0	90

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	6	9	5	10	29	0	0	0	0	0	0	0	59

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	2	0	0	0	1	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/12/2021

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	73	74	67	74	82	78	0	0	0	0	0	0	0	448
Attendance below 90 percent	9	8	12	5	6	9	0	0	0	0	0	0	0	49
One or more suspensions	1	0	3	0	1	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	1	0	1	0	0	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Dec. STAR 2019 Level 1s ELA	0	1	5	2	12	11	0	0	0	0	0	0	0	31
Dec. STAR 2019 Level 1s Math	0	2	8	3	9	15	0	0	0	0	0	0	0	37

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	0	4	1	10	14	0	0	0	0	0	0	0	29

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	3	3	5	6	10	11	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	73	74	67	74	82	78	0	0	0	0	0	0	0	448
Attendance below 90 percent	9	8	12	5	6	9	0	0	0	0	0	0	0	49
One or more suspensions	1	0	3	0	1	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	1	0	1	0	0	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Dec. STAR 2019 Level 1s ELA	0	1	5	2	12	11	0	0	0	0	0	0	0	31
Dec. STAR 2019 Level 1s Math	0	2	8	3	9	15	0	0	0	0	0	0	0	37

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	0	4	1	10	14	0	0	0	0	0	0	0	29

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	3	3	5	6	10	11	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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				57%	51%	57%	58%	50%	56%
ELA Learning Gains				56%	51%	58%	53%	51%	55%
ELA Lowest 25th Percentile				61%	49%	53%	41%	45%	48%
Math Achievement				66%	57%	63%	59%	58%	62%
Math Learning Gains				66%	56%	62%	57%	56%	59%
Math Lowest 25th Percentile				68%	47%	51%	29%	44%	47%
Science Achievement				65%	47%	53%	53%	53%	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	61%	52%	9%	58%	3%
Cohort Comparison						
04	2021					
	2019	54%	48%	6%	58%	-4%
Cohort Comparison		-61%				
05	2021					
	2019	44%	47%	-3%	56%	-12%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	56%	13%	62%	7%
Cohort Comparison						
04	2021					
	2019	61%	56%	5%	64%	-3%
Cohort Comparison		-69%				
05	2021					
	2019	57%	51%	6%	60%	-3%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	45%	17%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-5 Mathematics Star
 Grade 2-5 ELA Star and Grade 1 Star Early Literacy
 Science grade 5 District Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	74	66
	Economically Disadvantaged	55	68	60
	Students With Disabilities	67	50	50
	English Language Learners	50	63	75
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	79	83	64
	Economically Disadvantaged	76	81	58
	Students With Disabilities	100	50	75
	English Language Learners	75	88	75
		Number/% Proficiency	Fall	Winter

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	100	94	58
	Economically Disadvantaged	100	100	63
	Students With Disabilities		100	
	English Language Learners			100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63	70	59
	Economically Disadvantaged	52	54	39
	Students With Disabilities	38	38	25
	English Language Learners	67	67	67

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	54	51
	Economically Disadvantaged	32	44	43
	Students With Disabilities	19	25	19
	English Language Learners	29	43	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	58	48
	Economically Disadvantaged	38	51	46
	Students With Disabilities	25	31	27
	English Language Learners	57	57	43

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	54	48
	Economically Disadvantaged	24	42	37
	Students With Disabilities		25	8
	English Language Learners	40	50	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	67	58
	Economically Disadvantaged	48	62	48
	Students With Disabilities	46	50	46
	English Language Learners	50	80	50
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	56	49
	Economically Disadvantaged	51	51	44
	Students With Disabilities	14		6
	English Language Learners	33	44	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	55	45
	Economically Disadvantaged	47	63	48
	Students With Disabilities	15	17	7
	English Language Learners	38	63	22
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	61	67	86
	Economically Disadvantaged	69	66	90
	Students With Disabilities	23	13	50
	English Language Learners	62	70	85

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	18	25		28	25		25				
ELL	39			39			30				
BLK	36	20		40	40		36				
HSP	38	33		37	33		32				
WHT	56	35		58	41		67				
FRL	42	34		48	45	18	50				
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	31	40	46	33	56	60	20				
ELL	50	43		65	93						
BLK	32	46		52	67						
HSP	60	60		70	76						
WHT	59	57	65	66	62	60	68				
FRL	47	52	60	59	69	71	58				
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	23	28	22	27	31	22	16				
ELL	54			54							
BLK	43	65	55	37	35		27				
HSP	64	50		67	67						
WHT	59	51	35	63	59	28	61				
FRL	52	49	40	54	50	25	40				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	34
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	51
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The trends that emerge across grade levels include an overall decline from winter to spring in ELA Star, a decline in FSA ELA proficiency from year to year, and economically disadvantaged students declined in proficiency in Star ELA and Math. In addition, the trends that emerge across grade levels according to state assessment data include above the district percentages for all school grade components, increase in math and ELA proficiency, increase in math and ELA lowest 25%, increase in math and ELA learning gains, and science proficiency has consistently increased each year and is above the district average. Also, in the past year, the attendance of students below 90 percent has increased.

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

The greatest need for improvement based on progress monitoring and the 2019 state assessments is to increase proficiency in ELA at each grade level, increase proficiency with the economically disadvantaged subgroup and students with disabilities in ELA and math, increase student attendance, and distinguish what is causing the decrease in progress monitoring data from the winter to spring Star assessment in ELA and math.

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

The potential contributing factors that led to the need for improvement include consistent instruction of foundational skills, early identification of students that need additional tier 2 and tier 3 support, the lack of face-to-face instruction for students, the implementation of a new way of learning (eLearning), and the attendance of staff and students due to quarantine.

The actions needed to be taken include the consistent progress monitoring of the foundational

standards, consistent differentiated instruction based on student needs, and the implementation of the BEST Standards.

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

The data components based on progress monitoring and 2019 state assessments that showed the most improvement include science proficiency, lowest 25% of students in math and ELA, math learning gains, and ELL student proficiency in math, ELA, and science.

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

The contributing factors that led to the improvement include a co-teaching model in ELA and math for the students with disabilities, the implementation of the Riggs phonics program, student data analysis, and the continued implementation of vertical team planning.

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

In order to accelerate learning, we need to continue the co-teaching model in classrooms with students with disabilities, implement school-wide progress monitoring of ELA foundational standards, continue the implementation of the Riggs phonics program, continue the implementation of vertical teams in ELA, math, and science, implement the BEST standards, and continue consistent and intentional differentiated instruction with fidelity. In addition, we will strengthen the home-school connection to enhance student learning through parent involvement.

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.

There will be professional development opportunities for teachers and leaders to implement the BEST standards and progress monitoring expectations.

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

We will have consistent school improvement team meetings to ensure the improvement plan is implemented. Through vertical teams, leadership team meetings, grade-level planning, and PLCs the School Improvement Plan will be the main focus as the goals are implemented. In addition, we will provide additional opportunities for families in-person and virtual to learn strategies to implement at home.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>The key area of focus is to structure the ELA block to address all components that include phonemic awareness, phonics, fluency, vocabulary, and comprehension. This will include a school-wide renewed focus on consistent phonics and vocabulary instruction.</p> <p>Based on Star scores we have seen a decline in proficiency from kindergarten to fifth grade. In analyzing sub-category data and from teacher survey data, gaps in foundational skills and vocabulary knowledge contribute to the decline.</p>
Measurable Outcome:	By spring of 2022, ELA proficiency scores will increase by 3% in each grade level as evidenced by Star Reading and Star Early Literacy scores.
Monitoring:	Monthly, school-based progress monitoring forms for foundation skills will be reviewed in PLCs and vocabulary work samples reviewed in vertical teams. Star data will be reviewed each trimester in PLCs and instructional decisions will be made based on each review.
Person responsible for monitoring outcome:	Amy Weingarh (amy.weingarh@polk-fl.net)
Evidence-based Strategy:	Our evidence-based strategies include the Riggs Phonogram program and Isabelle Beck's Elements of Reading program. In addition, Florida Wonders will be used as a resource as the foundational benchmarks in the BEST Standards are being implemented.
Rationale for Evidence-based Strategy:	<p>The Riggs Phonogram program was selected because it is a research-based program that is scripted for teachers which creates consistency and encompasses all aspects of phonics.</p> <p>Elements of Reading was selected as another research-based program that provides students with rich vocabulary instruction.</p>

Action Steps to Implement

The School-Based Leadership Team will meet to establish ELA block framework and expectations and will share this with the staff, providing examples, resources, and support during the preplanning week.

Person Responsible Amy Weingarh (amy.weingarh@polk-fl.net)

Provide professional development for the school-based monitoring form, assessment procedures, phonics and vocabulary programs. This will include training of the Title I paraprofessional and Title I Literacy Coach as they will provide support in the progress monitoring and small group instruction with students.

Person Responsible Sara Van Hook (sara.vanhook@polk-fl.net)

During monthly PLCs, data charts and work samples will be used to monitor the progress of the implementation.

Person Responsible Alison Smith (alison.smith@polk-fl.net)

PLCs and vertical team meetings will take place a minimum of monthly, including vertical team collaborative planning days (utilizing substitutes to cover classrooms), to monitor and create instructional resources to strengthen each portion of the program.

Person Responsible Amy Weingarh (amy.weingarh@polk-fl.net)

To involve stakeholders in the implementation of the area of focus, parent and family engagement nights will include strategies and resources to use with students at home. Additionally, parents and families will be mailed monthly informational newsletters that include practical tips to assist their students with foundational reading skills at home. To increase the communication from school to home, each student will utilize an agenda for teachers to share student progress on the area of focus.

Person Responsible Amy Weingarth (amy.weingarth@polk-fl.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Students with disabilities and economically disadvantaged students are consistently performing below grade level based on the analysis of progress monitoring data.

Measurable Outcome: By spring of 2022, ELA and math proficiency scores for students with disabilities and economically disadvantaged students will increase by 3% in each grade level as evidenced by Star Reading, Star Math, and Star Early Literacy scores.

Monitoring: Weekly collaborative planning sessions will take place with the Title I Literacy Coach to intentionally plan for students' misconceptions and strategies to provide scaffolding and enrichment based on the core lesson.

Person responsible for monitoring outcome: Amy Weingarth (amy.weingarth@polk-fl.net)

Evidence-based Strategy: Teachers will utilize Freckle's, Istation's, and Smarty Ants adaptive practice programs for students and focused intentional planning for differentiation around our phonics and vocabulary programs.

Rationale for Evidence-based Strategy: Freckle's, Istation's, and Smarty Ants' adaptive programs were chosen because they differentiate for each individual student. This provides students the opportunity to fill in gaps in learning while continuing to focus on grade-level core lessons whole-group.

Action Steps to Implement

The school-Based Leadership Team will meet to develop the framework for the ELA and math block. This will be shared with instructional staff during preplanning week.

Person Responsible Amy Weingarth (amy.weingarth@polk-fl.net)

Weekly grade level planning meetings with the Title I Literacy Coach will take place to intentionally select ways to provide differentiation for students based on the core lesson and grade-level standards. For ELA the Florida Wonders Assessment data will be used to plan differentiated tasks.

Person Responsible Alison Smith (alison.smith@polk-fl.net)

Classroom walkthroughs will take place by the administration, the Literacy coach, and grade-level teams to observe differentiation implementation and share best practices.

Person Responsible Sara Van Hook (sara.vanhook@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The key area of focus is to structure the ELA block to address all components that include phonemic awareness, phonics, fluency, vocabulary, and comprehension. This will include a school-wide renewed focus on consistent writing and comprehension instruction. Based on FSA scores there has been a decline in ELA proficiency from grade 3 to grade 5.

Measurable Outcome: By spring of 2022, ELA proficiency will increase by 3% in each grade level as evidenced by the FSA scores.

Monitoring: Writing samples and student work samples that are based on the comprehension tasks will be reviewed in monthly ELA vertical team meetings. Additionally, Star data will be reviewed each trimester in PLCs and instructional decisions will be made based on each review.

Person responsible for monitoring outcome: Amy Weingarth (amy.weingarth@polk-fl.net)

Evidence-based Strategy: Florida Wonders is an evidence-based K-5 ELA program that empowers students to take an active role in their learning. Teachers will use Florida Wonders so their students can build knowledge through a text set to investigate an essential question, read a variety of texts, closely read texts for deeper meaning, respond to texts using text evidence, conduct research, share their knowledge, and inspire action. Teachers will use Florida Wonders so their students can communicate effectively through writing to analyze mentor texts and student models, understand purpose and audience, plan writing, use sources as needed, conference with peers and teachers, evaluate their work against a rubric, improve writing continuously, and share their writing.

Rationale for Evidence-based Strategy: Florida Wonders provides students in grades K–5 with daily opportunities to practice both process and on-demand writing. A strong focus on extended writing to multiple sources prepares students for what they will experience on the state assessment.

Action Steps to Implement

The School-Based Leadership Team will meet to establish an ELA block framework and expectations and will share this with the staff, providing examples, resources, and support during ELA vertical team planning days and monthly ELA vertical planning meetings.

Person Responsible: Amy Weingarth (amy.weingarth@polk-fl.net)

Provide professional development for the implementation of Florida Wonders. This will include training and modeling from the Title I Literacy Coach.

Person Responsible: Sara Van Hook (sara.vanhook@polk-fl.net)

During monthly ELA vertical teams, writing samples and student work samples that are based on the comprehension tasks will be analyzed to monitor the progress of the implementation.

Person Responsible: Alison Smith (alison.smith@polk-fl.net)

Weekly PLC meetings will take place to create student tasks, that are tied to the standards, to strengthen ELA instruction. Teachers will meet with the Title I Literacy Coach to plan for writing and comprehension instruction.

Person Responsible Alison Smith (alison.smith@polk-fl.net)

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.

Highland City Elementary is ranked 1 out of 1,395 elementary schools in the state of Florida. The school incident ranking is rated very low. To maintain this status we will continue to monitor discipline data on a monthly basis with our leadership team and continue to implement PBIS with fidelity.

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.

A positive culture is built into every day for our students through the use of CHAMPS and PBIS. Daily, students have opportunities to earn gold tickets which are drawn weekly for free books. Teachers utilize the PBIS points system so students can work towards earning a monthly incentive based on meeting our school-wide expectations. In addition, staff members are always on the lookout for students deserving positive referrals and brag tags reflecting extraordinarily good choices. The Sanford Harmony program is also taught in each class, to increase positive interactions between all of our students.

Intentional efforts are made to nurture collegiality between staff members. Monthly, our vertical teams meet for math, science, and ELA; each led by a content-area teacher. During these sessions, progress on the current subject's goal is discussed and strategies are planned to continue growth school-wide. Our hospitality committee plans fellowship activities including luncheons, snack days, wedding/baby showers, and bereavement support.

As part of our efforts to build positive connections with parents, teachers, and community members, we utilize weekly communication folders, student and parent newsletters, agendas, and digital communication platforms which help our stakeholders to remain connected.

Through our Title I program, we are able to fund several parent and family engagement events, where we focus on educating stakeholders on ways to support their child's education at home. Volunteers are a vital

part of Highland City Elementary. As part of our efforts to build positive connections with volunteers, a volunteer orientation is scheduled at the beginning of each school year. Collaborating with our volunteers enables us to share school improvement strategies. Our volunteers help support our positive school culture through their dedication and commitment to our students. In addition to our general volunteers, we partner with the United Way which provides Reading Pals to us. Our Reading Pals consistently visit our school on a weekly basis to work with our kindergarten students on building literacy.

Our community partners include TBA Church, Cannon Subaru, Joy Morse: State Farm, Give Well Community Foundation, UF/IAS, which provide for our students through donations of time, money, or resources. TBA annually provides essential items for students and teachers and collaborates on events held at HCE. TBA extends its partnership into supporting the academic and social growth of our students. Twice a week, TBA provides afternoon tutoring and homework help for a group of our students in need of support. Our teachers and the administrative team keep in close contact with the volunteers of TBA's Homework Hub to ensure they know which resources are available to the students and how they can offer the best support. Our other community partners annually donate books, grant funding, school supplies, and even plants to enrich our students' learning throughout the year.

Our School Advisory Council is an essential part of the success of Highland City Elementary. Our SAC is composed of Highland City Elementary staff, parents, and community partners. Our SAC meets a minimum of four times a year to make school improvement decisions, discuss the ongoing data, organize events and school communications, and review Title I procedures.

Highland City Elementary teachers open their classrooms to future teachers to observe and implement best instructional practices. The area universities and colleges work with our administration to place their students in teacher's classrooms that have the credentials needed to supervise an intern. During their internships, the college students are directly involved in planning, providing instruction, reviewing student data, and learning how to alter instruction based on student's individual needs. Teachers ensure to provide interns with classroom management and culture training as part of their internship experience.

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

Positive school culture and environment reflect 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. Having various stakeholder groups that employ school improvement strategies that impact the positive school culture and environment are critical. There are multiple stakeholders that help to promote a positive culture and environment at Highland City Elementary, which include the teachers, students, families of the students, volunteers, and business and community partners.

Each stakeholder helps to promote a positive culture and environment at Highland City Elementary. The students, staff members, and families work together to ensure student academic success and to ensure students have a positive learning environment. A positive culture is built into every day for our students through the use of CHAMPS and PBIS. Daily, students have opportunities to earn gold tickets which are drawn weekly for free books, brag tags for academic and behavioral successes, and positive referrals. As part of our efforts to build positive connections with parents, teachers, and community members, we utilize weekly communication folders, student and parent newsletters, agendas, and digital communication platforms which help our stakeholders to remain connected.

Intentional efforts are made to nurture collegiality between staff members. Monthly, our vertical teams meet for math, science, and ELA; each led by a content-area teacher. Grade-level teams also meet weekly to plan lessons and share best practices and administration meets weekly to discuss student data with

teachers in professional learning communities. The school-based leadership team meets monthly to plan school-wide events, discuss teaching and learning, and review student data. Our hospitality committee plans fellowship activities including luncheons, snack days, wedding/baby showers, and bereavement support.

Through our Title I program, we are able to fund several parent and family engagement events, where we focus on educating stakeholders on ways to support their child's education at home. Volunteers are a vital part of Highland City Elementary. Our volunteers help support our positive school culture through their dedication and commitment to our students. In addition to our general volunteers, we partner with the United Way which provides Reading Pals to us. Our Reading Pals consistently visit our school on a weekly basis to work with our kindergarten students on building literacy. Our other community partners include TBA Church, Cannon Subaru, Joy Morse: State Farm, Give Well Community Foundation, UF/IAS, which provide for our students through donations of time, money, or resources. Highland City Elementary teachers also open their classrooms to future teachers to observe and implement best instructional practices. The area universities and colleges work with our administration to place their students in teacher's classrooms that have the credentials needed to supervise an intern. During their internships, the college students are directly involved in planning, providing instruction, reviewing student data, and learning how to alter instruction based on student's individual needs.

Our School Advisory Council is an additional essential part of the success of Highland City Elementary. Our SAC is composed of Highland City Elementary staff, parents, and community partners. Our SAC meets a minimum of four times a year to make school improvement decisions, discuss the ongoing data, organize events and school communications, and review Title I procedures.

All stakeholders are an integral part of the success of Highland City Elementary. It is essential to consult with our various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00