

Marion County Public Schools

# Ward Highlands Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Ward Highlands Elementary School

537 SE 36TH AVE, Ocala, FL 34471

[ no web address on file ]

### Demographics

**Principal: Treasa Buck**

Start Date for this Principal: 7/13/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (58%) 2018-19: B (60%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Marion 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](http://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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## Ward Highlands Elementary School

537 SE 36TH AVE, Ocala, FL 34471

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

### 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.**

Ward-Highlands Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

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

Ward-Highlands Elementary School is a place where all students can learn; academically, socially, and emotionally in a safe and supportive atmosphere. Teachers and staff work tirelessly to promote a positive school environment and raise student performance. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our entire school community shares the belief that all children can and will learn.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Buck, Treasa	Principal	Treasa Buck is the instructional leader for Ward-Highlands Elementary. She works with all stakeholders to provide a successful learning environment for all students. Mrs. Buck provides resources to all stakeholders in order to improve success for all students.
Hudoff, Jonathan	Assistant Principal	Jonathan Hudoff is responsible for providing teachers with the resources needed to instruct students. Mr. Hudoff works with the guidance department and ESE department to monitor data and create individual learning plans for students not being successful.
Guynn, Shay	Assistant Principal	Shay Guynn is responsible for providing teachers with the resources needed to instruct students. Mrs. Guynn works with the guidance department and ESE department to monitor data and create individual learning plans for students not being successful.
Altobello, Kristin	School Counselor	Kristin Altobello works with our Social Emotional Learning program. She provides professional development and strategies to our teachers and paraprofessionals on positively working with students. Mrs. Altobello also monitors attendance and works closely with social services to provide guidance to our families with a high rate of absences.
Miller, Karly	Instructional Coach	Karly Miller focuses on math and science within all grade levels. She models instruction and provides professional development in the areas of math and science. Based on data, Mrs. Miller will provide additional support to teachers and paras in order for students to be successful.
Walden, Jessica	Instructional Coach	Jessica Walden focuses on reading and writing within all grade levels. She models instruction and provides professional development in the areas of reading and writing. Based on data Mrs. Walden will provide additional support to teachers and paras in order for students to be successful.
Roberts, Steven	Dean	Steven Roberts focuses on developing a positive school culture through modeling expectations across the campus. He works with students who need additional support in the area of behavior within our general education population as well as our self-contained population. Mr. Roberts provides monthly professional development to the staff on classroom engagement and management.

## Demographic Information

### Principal start date

Wednesday 7/13/2022, Treasa Buck



**Number of teachers with a 2022 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.*

5

**Number of teachers with a 2022 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.*

12

**Total number of teacher positions allocated to the school**

71

**Total number of students enrolled at the school**

950

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

7

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	152	148	163	166	141	159	0	0	0	0	0	0	0	929
Attendance below 90 percent	62	41	44	44	33	35	0	0	0	0	0	0	0	259
One or more suspensions	6	6	11	15	20	0	0	0	0	0	0	0	0	58
Course failure in ELA	17	35	55	28	7	9	0	0	0	0	0	0	0	151
Course failure in Math	17	23	39	20	9	6	0	0	0	0	0	0	0	114
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	51	18	30	0	0	0	0	0	0	0	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	41	19	34	0	0	0	0	0	0	0	94
Number of students with a substantial reading deficiency	0	1	2	8	0	0	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	20	28	47	25	11	16	0	0	0	0	0	0	0	147

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	2	24	1	0	0	0	0	0	0	0	0	29
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

Friday 8/5/2022

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	118	133	129	131	153	125	0	0	0	0	0	0	0	789
Attendance below 90 percent	44	33	48	35	50	36	0	0	0	0	0	0	0	246
One or more suspensions	4	2	5	4	8	9	0	0	0	0	0	0	0	32
Course failure in ELA	14	34	35	14	23	18	0	0	0	0	0	0	0	138
Course failure in Math	18	25	28	16	30	15	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	21	22	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	19	26	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	1	1	4	3	0	0	0	0	0	0	0	0	0	9

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	17	27	33	19	33	30	0	0	0	0	0	0	0	159

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

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	118	133	129	131	153	125	0	0	0	0	0	0	0	789
Attendance below 90 percent	44	33	48	35	50	36	0	0	0	0	0	0	0	246
One or more suspensions	4	2	5	4	8	9	0	0	0	0	0	0	0	32
Course failure in ELA	14	34	35	14	23	18	0	0	0	0	0	0	0	138
Course failure in Math	18	25	28	16	30	15	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	21	22	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	19	26	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	1	1	4	3	0	0	0	0	0	0	0	0	0	9

#### 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	17	27	33	19	33	30	0	0	0	0	0	0	0	159

#### 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	1	0	0	0	0	0	0	0	0	0	0	0	3
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	46%	56%				55%	47%	57%
ELA Learning Gains	63%						65%	56%	58%
ELA Lowest 25th Percentile	46%						58%	52%	53%
Math Achievement	65%	50%	50%				59%	51%	63%
Math Learning Gains	71%						67%	58%	62%
Math Lowest 25th Percentile	52%						64%	49%	51%
Science Achievement	54%	53%	59%				52%	47%	53%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	44%	-3%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	62%	49%	13%	58%	4%
Cohort Comparison		-41%				
05	2022					
	2019	57%	45%	12%	56%	1%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	49%	-5%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	63%	54%	9%	64%	-1%
Cohort Comparison		-44%				
05	2022					
	2019	61%	45%	16%	60%	1%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	44%	7%	53%	-2%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	38	26	34	54	41	28				
ELL	50	92		50	50						
BLK	33	63	58	46	56	41	32				
HSP	48	70	79	55	60	50	48				
MUL	52	60		52	73						
WHT	64	60	23	75	78	60	59				
FRL	46	61	46	57	68	50	45				
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	27	42	33	38	48	42	21				
ELL	35			41							
BLK	23	45	36	39	47		25				
HSP	52	53		64	59		44				
MUL	44			28							
WHT	66	65	42	70	58	47	53				
FRL	47	52	31	52	48	31	35				
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	15	48	53	32	61	74	21				
ELL	56	86		61	79						
BLK	25	60	54	38	67	69	17				
HSP	50	71		54	64		40				
MUL	62	72		46	67		100				
WHT	61	65	58	65	67	58	57				
FRL	44	59	53	53	63	63	41				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Students in our bottom quartile showed growth in all grade levels in all core subjects. Our math data showed the most growth across all of our grade levels.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to progress monitoring and data from the 2022 FSA assessment, Ward-Highlands has a need for improvement in third grade reading proficiency.

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

During the school year one third grade inclusion teacher left in February and we were unable to replace the teacher with a certified teacher. There were two new teachers in third grade and one teacher that was new to third grade. Out of the four teacher situations three of the teachers taught reading to one or more classrooms. For the 22/23 school year one teacher that did not show growth was moved out of third grade and an intervention teacher was added to support third grade reading. The intervention teacher will work with the bottom quartile and students that were retained in third grade.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Ward-Highlands showed improvement in learning gains for ELA and for Math on the 2022 FSA assessment. Although we showed improvement in science we will continue to work with strengthening our tier 1 instruction in all grade levels.

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

During the 21/22 school year students were provided with small group instruction in reading and math. During small group instruction the school was strategic in placing additional support in targeted classrooms.

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

During the 22/23 school year teachers will work together in collaborative planning to plan using progress monitoring assessments, curriculum maps, and subject area core curriculum. Teachers will identify individual student need and use resources that will foster that individual student need.

**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.**

During the 22/23 school year the staff will focus on understanding and implementing the instructional framework. There will be a focus on the Achieve 2026 Goal #1: Student Success. Our weekly collaborative planning will have teachers working together to strengthen tier 1 instruction.

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

Teachers will use our new progress monitoring data to plan for individual students using previous and new supplemental resources along with their core curriculum. Professional development will be provided on data driven planning and small group instruction.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The percentage of proficiency among Ward-Highlands' students with disabilities has decreased from the 2021 school year to the 2022 school year. The Students with Disabilities subgroup is currently below 41% according to the Department of Education.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Ward-Highlands' students with disabilities will be above 41% proficiency according to the FAST AP 3 assessment.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers and administration will monitor the progress of our students with disability using the FAST progress monitoring assessment given three times during the school year and using district progress monitoring assessment given three times during the school year. This data will drive planning during collaborative planning sessions and tier 1 & 2 instruction.

**Person responsible for monitoring outcome:**

Jonathan Hudoff (jonathan.hudoff@marion.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Students with disabilities will be provided with small group instruction facilitated by their teacher and support staff. In addition to small group instruction the students will engage in a Multi Tiered System of Support using interventions chosen using progress monitoring data that correlates with their individual need.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

FSA trend shows there is a need for a focus on students in the SWD subgroup. Students in the EBD self contained units have limited access to instruction in the general education classrooms due to their specialized needs. Allowing for students to learn in small groups with the inclusion teacher, the general education teacher, and the ESE paraprofessional will allow for individual needs to be met. Staff will be able to provide standards based instruction differentiated by student need and provide immediate support to struggling students.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in the Varying Exceptionality self-contained classroom will be placed in general education inclusion classrooms for all subjects. These students will be provided intensive support by an ESE inclusion teacher and a general education inclusion teacher.

**Person Responsible** Jonathan Hudoff (jonathan.hudoff@marion.k12.fl.us)

Teachers in our Emotional Behavior Disability classrooms will participate in collaborative planning with academic coaches, inclusion teachers, and administration weekly to develop individualized lesson plans for each student based on progress monitoring data.

**Person Responsible** Jessica Walden (jessica.walden@marion.k12.fl.us)

An inclusion teacher and an ESE paraprofessional will focus on students in the bottom quartile for learning gains according to the most recent FSA data. They will provide small group and individualized instruction within the general education classroom.

**Person Responsible** Jonathan Hudoff (jonathan.hudoff@marion.k12.fl.us)

**#2. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When analyzing the FSA data from 2018 to 2021 the trend line for achievement is going down. In 2018 the science achievement was 60%, in 2019 it was at 52%, and in 2021 the science achievement was at 45%. In 2022 science proficiency increased to 54%. We met our 2021 goal but we are not at the proficiency from 2018.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

When instructional staff provide opportunities for students to engage in rigorous science instruction and hands on science experiments then 5th grade achievement will increase from 54% on the 2022 FSA to 60% on the 2023 state assessment.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Data collected from district assessments in grades 3-5 will be analyzed during collaborative planning and data meetings. Students in grade 5 will participate in the district science CSMA this year. The data will be compared and used to modify action plans in place to improve science achievement.

**Person responsible for monitoring outcome:**

Karly Miller (karly.miller@marion.k12.fl.us)

**Evidence-based**

**Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Students in all grades will learn the Scientific Method using their grade level standards and curriculum resources. Students in grades kindergarten-2nd will participate in at least one hands on science experiment following all of the steps in the Scientific Method. Students in grades 3-5 will participate in multiple hands on science experiments in whole group, small groups, and individually 2 or more times during the school year. The Science Coach will monitor experiments to ensure they are standards based and grade level appropriate.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

According to research conducted in 2014 by the National Academy of Sciences it was found that "active learning leads to increases in examination performance that would raise average grades by a half a letter, and that failure rates under traditional lecturing increase by 55% over the rates observed under active learning." Teachers in all grade levels will conduct approved experiments with their students during the school year. Teachers in grades 4-5 will provide students with multiple opportunities in small group and individually to conduct approved experiments. Students in grade 5 will conduct their own approved experiment following the Scientific Method with support from their teacher and the school's Science Coach.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The math & science coach at Ward-Highlands will work with teachers in grades kindergarten to 5th grade in providing standards focused science instruction. She will provide strategies and resources weekly and review data quarterly with grades 3-5 after each district and state assessment.

**Person Responsible** Karly Miller (karly.miller@marion.k12.fl.us)

Students in grades kindergarten-2 will engage in a classroom science experiment following the scientific method, students in 3rd grade will work in small groups engaging in a science experiment following the scientific method, and students in grades 4 and 5 will engage in individual science experiments following the scientific method. All of the science experiments will be on display at the annual science night. Individual projects in 5th grade will be judged and students will be provided feedback on their project using a science project rubric.

**Person Responsible** Jonathan Hudoff (jonathan.hudoff@marion.k12.fl.us)

## **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

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

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

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

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

According to progress monitoring and data from the 2022 FSA assessment, Ward-Highlands has a need for improvement in third grade reading proficiency. Students scored a 43% proficiency in ELA. The area of focus will be on phonics instruction and comprehension. The school will identify students needing intervention in both areas and provide students with evidence based programs facilitated by highly effective/reading endorsed teachers.

**Measurable Outcomes:**

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

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

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

Ward Highlands earned a 42% proficiency on the 3rd grade FSA assessment for the 21/22 school year. For the 22/23 school year Ward Highlands will earn a 50% proficiency based on the current state assessment taken in May of 2023.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration will monitor individual student data from District Benchmark assessments, FAST assessments, and weekly/biweekly benchmark assessments. The data collected will drive action plans for individual students and teachers ongoing throughout the 22/23 school year.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Hudoff, Jonathan, jonathan.hudoff@marion.k12.fl.us

**Evidence-based Practices/Programs:**

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

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

During the 22/23 school year the staff will focus on understanding and implementing the instructional framework. There will be a focus on the Achieve 2026 Goal #1: Student Success. Our weekly collaborative planning will have teachers working together to strengthen tier 1 instruction. During the 22/23 school year teachers will work together in collaborative planning to plan using progress monitoring assessments, curriculum maps, and subject area core curriculum. Teachers will identify individual student need and use resources that will foster that individual student need. Students will be provided with small group/individual instruction based on their area of need identified by the FAST assessments and Benchmark assessments.

**Rationale for Evidence-based Practices/Programs:**

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

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

Based on iReady AP 3 data from the 21/22 school year and current FAST data students will be placed in interventions that will target their area of need. Interventions include SIPPS, UFLI, Read Naturally Live and My Focus. Since the focus will be on phonics and comprehension the chosen interventions will target both areas.

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers, Academic Coaches, and administrators will identify students needing additional support using 21/22 iReady AP3 data and current Benchmark Data. Students will be placed in groups based on the identified need for MTSS and classroom small group instruction.	Walden, Jessica, jessica.walden@marion.k12.fl.us
Academic Coaches will train highly effective/reading endorsed teachers to provide interventions based on student need. During collaborative planning teachers will work on strategic planning using up to date data and plan for small group instruction.	Walden, Jessica, jessica.walden@marion.k12.fl.us
Administration and Academic Coaches will monitor data from FAST assessments, District Benchmark assessments, and Benchmark assessments. Students that are not being successful will be identified and action plans will be created for teachers and support personnel. This will be ongoing throughout the school year.	Hudoff, Jonathan, jonathan.hudoff@marion.k12.fl.us
Teachers will use our new progress monitoring data to plan for individual students using previous and new supplemental resources along with their core curriculum.	Buck, Treasa, treasa.buck@marion.k12.fl.us

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Ward-Highlands Elementary School adopted the Soft Skills initiative as their schoolwide expectations. The expectations include the following 5 traits: Team Player, Dependable and Reliable, Great Work Ethic, Positive Attitude, and being a Good Communicator. These five Soft Skill expectations are embedded in all



areas of the school environment and is expected to be shown through their academics and behavior. There is a staff piece to our Soft Skill initiative that allows staff members to praise other staff members for showing those same traits. The student and staff Soft Skill Superhero awards are announced on the morning to congratulate the recipients and to encourage others to exhibit those same traits.

The dean at Ward-Highlands facilitates and monitors the effectiveness of the program. She collects the data, provides strategies to classroom teachers on how to highlight a specific trait, and speaks about the positive impact on the school when everyone works hard to exhibit the Soft Skill expectations. Members of the leadership team make positive phone calls home to students who receive a Positive Referral that highlights one of the five traits.

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

Involving families and the community in the school's culture is crucial to maintaining a positive learning environment for students. It is important that all members of the school are recognized for their efforts and encouraged to continue their great work. Ward- Highlands has two local churches that provide support through school supply donations for students and teachers, providing monthly snack baskets for the staff, and participating in a yearly school beatification event. The leadership team makes positive phone calls home when a student earns a Soft Skills Superhero award and that creates a positive bond between the school and home. All stakeholders are invited to join the Ward-Highlands School Advisory Committee and the Parent Teacher Organization.