Highland City Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 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	2021-22: C (51%) 2018-19: A (63%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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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	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

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SIP Authority

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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 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, the 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.

The 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
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
Weingarth, Amy	Principal	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: * 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
		* 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.
Smith, Alison	Instructional Coach	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: *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. *Provide support for school-based professional development to build the school's training capacity. *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. *Provide follow-up support at the school level for district professional development in assigned content area. *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. *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

Name	Position Title	Job Duties and Responsibilities
		develop coaching and technology skills. *Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. *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.
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.
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.
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.
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.
Taylor, Kimberly	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.
Harris, Shannon	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.
Timmons, Chabre	Assistant Principal	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,

Name	Position Title	Job Duties and Responsibilities
		responsibilities assigned by the principal which relate to the following:

* 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;
* recognizing individuals for good work;
* maintaining high visibility at school and in the community;
* demonstrating personal and professional behaviors consistent with quality

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Friday 7/1/2016, Amy Weingarth

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.*

1

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.*

6

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

409

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

5

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

4

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	39	77	66	88	68	71	0	0	0	0	0	0	0	409
Attendance below 90 percent	1	23	23	21	18	22	0	0	0	0	0	0	0	108
One or more suspensions	0	10	3	6	3	14	0	0	0	0	0	0	0	36
Course failure in ELA	1	7	3	8	9	2	0	0	0	0	0	0	0	30
Course failure in Math	0	6	1	7	18	6	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	6	26	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	28	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	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	0	10	3	6	13	11	0	0	0	0	0	0	0	43

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	3	1	3	9	1	7	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/19/2022

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	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	

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	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	

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	48%	47%	56%				57%	51%	57%
ELA Learning Gains	46%						56%	51%	58%
ELA Lowest 25th Percentile	38%						61%	49%	53%
Math Achievement	60%	42%	50%				66%	57%	63%
Math Learning Gains	61%						66%	56%	62%
Math Lowest 25th Percentile	43%						68%	47%	51%
Science Achievement	61%	49%	59%				65%	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	61%	52%	9%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	54%	48%	6%	58%	-4%
Cohort Comparison		-61%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	47%	-3%	56%	-12%
Cohort Comparison		-54%				

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	69%	56%	13%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	61%	56%	5%	64%	-3%
Cohort Comparison		-69%				
05	2022					
	2019	57%	51%	6%	60%	-3%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	45%	17%	53%	9%
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	17	28	24	19	33	33	35				
ELL	41	40		50	63						
BLK	20	33		26	58						
HSP	44	49	43	53	53	36	53				
MUL	50			80							
WHT	55	50	36	68	65	36	69				
FRL	43	44	58	58	59	33	56				

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				

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	51
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	54
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
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 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	54
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	50
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?

The trends that emerge across grade levels include a decline in FSA ELA and math proficiency and learning gains in grade 4 and an increase in FSA ELA and math proficiency and learning gains in grades 3 and 5.
The trends that emerge within subgroups include a decrease in ELA proficiency and an increase in math proficiency among students with disabilities and economically disadvantaged students.
The trends that emerge across core content areas according to state assessment data include above the district percentages for all school grade components, an increase in math proficiency, an increase in math lowest 25%, an increase in math and ELA learning gains, and an increase in science proficiency. Additionally, the attendance of students below 90 percent has increased.

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

The greatest need for improvement based on progress monitoring and the 2022 state assessments is to increase proficiency in ELA at each grade level, increase the students with disabilities' proficiency in ELA and math, and increase learning gains within the lowest 25% 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, and the lack of face-to-face instruction for students due to quarantines.
The actions needed to be taken include the consistent monitoring of the foundational standards, consistent differentiated instruction based on student needs, and the implementation of and planning for the BEST Standards.

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

The data components based on progress monitoring and 2022 state assessments that showed the most improvement include the lowest 25% of students in math and the ELA and math learning gains. In addition, science and math achievement showed gains.

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 student data analysis, the continued implementation of vertical team planning, the implementation of hands-on science instruction, and targeted intervention groups during math instruction.

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 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. In addition, teachers and leaders will participate in the district learning arc planning process.

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.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on Star scores we have seen a decline in proficiency from kindergarten to fifth grade. Additionally, FSA ELA proficiency and learning gains of the lowest 25% of students declined by 1% from the previous year. When reviewing ELA statewide FSA assessments, 3rd-5th grade students scored an average of 47% of the students showing proficiency. An area of focus needs to be created to ensure that a majority of the students are scoring at proficiency level or higher.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	52%, an increase of 5%, of the students participating in the FAST statewide assessment, will score at level 3 or higher, demonstrating proficiency in grade-level standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	STAR ELA data will be reviewed after each administration. The general education teacher, ESE teachers, academic coach, and administration will review the data to determine the next steps for each teacher. Classroom assessment data will be reviewed monthly to determine if progress towards mastery of the standards is being made.
Person responsible for monitoring outcome:	Amy Weingarth (amy.weingarth@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented is professional development for teachers in highly effective teaching strategies, such as target task alignment based on the depth of the grade-level benchmarks. Professional development will be provided in creating learning objectives, discussing task alignment to the expectation of the standard, and creating and implementing formative/summative assessments. Florida Wonders will be used as a resource to assist with the implementation of professional development and student assessment while planning using the BEST Standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	These strategies were chosen based on their effectiveness. Learning how to create lesson objectives, as well as determining if student tasks are aligned to the standards being taught will allow teachers to be focused and purposeful in their classroom instruction. Determining how to use formative and summative assessments to understand students' knowledge of what has been taught, along with seeing student progress throughout the year will guide meaningful instruction.

**resources/
criteria used for
selecting this
strategy.**

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 School-Based Leadership Team will review the ELA block framework and expectations with the staff,
providing examples, resources, and support during the preplanning week.

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

During weekly collaborative planning, teachers will collaborate with the administration and the Title I
Literacy Coach to create lesson objectives and discuss student tasks that are aligned with the standards
being taught.

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

PLCs and vertical ELA team meetings will take place a minimum of monthly, including vertical team
collaborative planning days (utilizing substitutes to cover classrooms through Title I funds), to monitor the
implementation of the area of focus. Teachers will determine how to use formative and summative
assessments to understand students' knowledge of what has been taught and help guide their instruction
through the year.

**Person
Responsible**   Amy Weingarth (amy.weingarth@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 sent 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 and weekly folder for teachers to share student progress in the area of focus.

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

Data chats will be held with K-5 ELA teachers after each Star assessment is administered. The data will
be analyzed to determine the next steps with instruction.

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

Student progress towards benchmark mastery will be analyzed once a month during data chats with
teachers. The student data will be analyzed to determine the next steps with instruction.

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

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with disabilities, economically disadvantaged students, and African American students are performing below grade level based on the analysis of progress monitoring data and state assessments. In addition, 38% of students in the lowest 25% in ELA made a learning gain and 43% of students in the lowest 25% in math made a learning gain. As a result, an area of focus will be that teachers will collaboratively plan intentional small group lessons and tasks with the Title I Literacy Coach for the content areas of ELA and math to meet the full intent of the standards and benchmarks. Students will be identified for small group instruction based on STAR scores, state assessments, and formative data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By spring of 2023, ELA and math proficiency scores for students with disabilities, economically disadvantaged students, African American students, and the lowest 25% of students in ELA and math will increase by 5% in these subgroups within each grade level as evidenced by Star Reading, Star Math, and Star Early Literacy scores.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly collaborative planning sessions will take place with the Title I Literacy Coach to intentionally plan ELA and math small group and intervention lessons.
Person responsible for monitoring outcome:	Amy Weingarth (amy.weingarth@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize Freckle's, Istation's, and Smarty Ants' adaptive practice programs and resources. Additionally, teachers will utilize Fountas and Pinnell Leveled Literacy Intervention Kits to prepare small group instruction for students. The teachers will utilize a purposeful selection of research-based resources to create benchmark-aligned tasks for small group instruction. In addition, the media center books and classroom library books will be available for students to practice reading while utilizing Accelerated Reader.

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

Freckle's, Istation's, and Smarty Ants' adaptive programs and resources were chosen because they differentiate for each individual student. This provides students the opportunity to fill gaps in learning while continuing to focus on grade-level core benchmarks. Fountas and Pinnell Leveled Literacy Intervention Kits is a supplementary intervention system proven to improve the literacy achievement of struggling readers with engaging leveled books and fast-paced systematically designed lessons.

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 School-Based Leadership Team will review the framework for the ELA, math, and intervention blocks. This will be shared with instructional staff during the preplanning week.

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

Weekly grade-level planning sessions with the Title I Literacy Coach will take place to intentionally plan to provide ELA and math small group and intervention lessons for students.

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

Classroom walkthroughs will take place by the administration, the Literacy coach, and grade-level teams to observe during ELA and math small group and intervention time. Best practices will be shared.

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

The Title I paraprofessional will work with students on benchmarks based on student needs in grades 1 and 2 during small group instruction.

Person Responsible   Chabre Timmons (chabre.timmons@polk-fl.net)

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

The key area of focus is to structure the ELA block to address all components including phonemic awareness, phonics, fluency, vocabulary, and comprehension. This will include a focus on consistent phonics and vocabulary instruction.

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

The key area of focus is to structure the ELA block to address all components including phonemic awareness, phonics, fluency, vocabulary, and comprehension. This will include a focus on consistent writing and comprehension instruction. Based on FSA scores there has been a decline in ELA proficiency, specifically in grade 4.

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)

By spring of 2023, ELA proficiency scores will increase by 5% in each grade level as evidenced by Star Reading and Star Early Literacy scores.

Grades 3-5: Measureable Outcome(s)

By spring of 2023, ELA proficiency will increase by 5% in each grade level as evidenced by the FAST scores.

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.

Vocabulary work samples and foundational skills tracking of phonics will be reviewed in the monthly vertical ELA team meetings. Writing samples and student work samples that are based on the comprehension tasks will also be reviewed in the 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:
Select the person responsible for monitoring this outcome.

Weingarth, Amy, amy.weingarth@polk-fl.net

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. §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?

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 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?

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:
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
The School-Based Leadership Team will review the ELA block framework and expectations with the staff, providing examples, resources, and support during ELA vertical team planning days and monthly ELA vertical planning meetings.	Weingarth, Amy, amy.weingarth@polk-fl.net
The administration and the TItle I Literacy Coach will meet with teachers during collaborative planning, utilizing the district Learning Arc planning model, to create ELA standards-based lessons and tasks.	Weingarth, Amy, amy.weingarth@polk-fl.net

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.

A positive culture is built into every day for our students through the use of 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 to support 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 teachers' 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 students' 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 school culture and environment.

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 ensure students have a positive learning environment. A positive culture is built into every day for our students through the use of 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 the 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 teachers' 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 students' 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.