

Polk County Public Schools

# Highlands Grove Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

www.polk-fl.net/highlandsgrove

## Demographics

Principal: Lyndsy Kulcher

Start Date for this Principal: 7/1/2020

<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)	77%
<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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (62%) 2018-19: B (59%) 2017-18: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<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 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](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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# Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

[www.polk-fl.net/highlandsgrove](http://www.polk-fl.net/highlandsgrove)

## 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	77%
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	A		B	B

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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 Highlands Grove Elementary is to provide a high quality education for all students.

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

Highlands Grove Elementary believes in providing students with a challenging and relevant curriculum aligned to the state standards where students have opportunities to work together to solve problems and take ownership over their own learning in a safe and inclusive environment. The vision of Highlands Grove Elementary is that all students reach their maximum potential through their engagement in a high quality education and building positive relationships with the staff and their peers.

### 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
Kulcher, Lyndsy	Principal	<p>The role of a principal is to provide strategic direction for the school. Principals evaluate curriculum and instruction, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The principal sets clear expectations for instruction to all stakeholders through effective communication. The principal works with the leadership team to discuss barriers and instructional strategies to decrease gaps and increase proficiency. They use past and current data from many different sources with team members and set performance objectives for both students and staff based on that data. They seek input from teacher leaders in all areas of school improvement and use that feedback to better understand the barriers and determine the effectiveness of instructional strategies and professional development needed, and next steps needed to move the students forward. Additionally, administrators research and acquire new materials and resources to improve the experience of both students and teachers. It is the administrations' responsibility to ensure that school facilities remain safe for students and faculty.</p>
milcich, megan	Reading Coach	<p>The role of an instructional coach is to work as a colleague with classroom teachers to support student learning in all content areas while carrying out the vision of administration. Instructional Coaches will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan.</p> <p>The Reading Coach will be responsible for the following:</p> <ul style="list-style-type: none"> <li>Collaborative Planning</li> <li>Coaching Cycle</li> <li>Data Analysis</li> <li>Professional Development</li> <li>SIP Planning</li> <li>Family Engagement</li> </ul>
Nance, Sharon	Math Coach	<p>The role of an instructional coach is to work as a colleague with classroom teachers to support student learning in all content areas while carrying out the vision of administration. Instructional Coaches will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan.</p> <p>The Math Coach will be responsible for the following:</p> <ul style="list-style-type: none"> <li>Collaborative Planning</li> <li>Coaching Cycle</li> <li>Data Analysis</li> <li>Professional Development</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		SIP Planning Family Engagement
Wilkerson, Jihan	School Counselor	<p>The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
Loya, Joanna	Instructional Media	<p>The Media Specialist is responsible for promoting, supporting and encouraging literacy; maintaining library collection, assisting students, staff and community in utilizing library resources, performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library and curriculum materials. The Media Specialist uses STAR data to determine needs of the school and individual students. The Media Specialist shares information with the Instructional Leadership Team to help make instructional decisions for the school.</p>
	Assistant Principal	<p>The role of the Assistant Principal is to support the Principal with her plan for the strategic direction of the school. The Assistant Principal works with the Principal to ensure the mission and vision are clear to all stakeholders. Administration works with the leadership team to discuss barriers and instructional strategies to decrease gaps and increase proficiency. They will share past and current data from many different sources with team members and set performance objectives for both students and staff based on that data. Administration seeks input from teacher leaders in all areas of school improvement and use that feedback to better understand the barriers and determine the effectiveness of instructional strategies and professional development needed, and next steps needed to move the students forward. Additionally, administrators research and acquire new materials and resources to improve the experience of both students and teachers. It is the administrations' responsibility to ensure that school facilities remain safe for students and faculty.</p>

## Demographic Information

### Principal start date

Wednesday 7/1/2020, Lyndsy Kulcher

**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.*

4

**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.*

10

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

35

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

645

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

6

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

5

### 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	117	103	101	126	116	133	0	0	0	0	0	0	0	696
Attendance below 90 percent	13	16	15	8	16	14	0	0	0	0	0	0	0	82
One or more suspensions	5	5	3	4	18	8	0	0	0	0	0	0	0	43
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 2022 statewide FSA ELA assessment	0	0	0	21	27	15	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	29	14	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	21	24	22	27	310	28	0	0	0	0	0	0	0	432

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	11	9	9	8	27	35	0	0	0	0	0	0	0	99

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/20/2022

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	111	130	114	127	121	0	0	0	0	0	0	0	603
Attendance below 90 percent	0	18	17	19	28	15	0	0	0	0	0	0	0	97
One or more suspensions	0	5	6	8	2	12	0	0	0	0	0	0	0	33
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	10	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	13	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	23	23	19	22	30	0	0	0	0	0	0	0	117

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	16	17	8	17	40	0	0	0	0	0	0	0	98

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	10	11	2	7	17	16	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**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	111	130	114	127	121	0	0	0	0	0	0	0	603
Attendance below 90 percent	0	18	17	19	28	15	0	0	0	0	0	0	0	97
One or more suspensions	0	5	6	8	2	12	0	0	0	0	0	0	0	33
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	10	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	13	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	23	23	19	22	30	0	0	0	0	0	0	0	117

**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	16	17	8	17	40	0	0	0	0	0	0	0	98

**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	10	11	2	7	17	16	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	47%	56%				63%	51%	57%
ELA Learning Gains	60%						54%	51%	58%
ELA Lowest 25th Percentile	39%						48%	49%	53%
Math Achievement	77%	42%	50%				75%	57%	63%
Math Learning Gains	72%						67%	56%	62%
Math Lowest 25th Percentile	59%						55%	47%	51%
Science Achievement	63%	49%	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	67%	52%	15%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	67%	48%	19%	58%	9%
Cohort Comparison		-67%				
05	2022					
	2019	52%	47%	5%	56%	-4%
Cohort Comparison		-67%				

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	74%	56%	18%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	74%	56%	18%	64%	10%
Cohort Comparison		-74%				
05	2022					
	2019	68%	51%	17%	60%	8%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	45%	6%	53%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	24	39	41	43	59	60	16				
ELL	26	52	50	50	59	62	37				
BLK	40	36		51	63	60	43				
HSP	54	54	37	66	66	57	49				
MUL	50	64		46	70						
WHT	76	69	50	90	76	67	81				
FRL	47	44	31	66	67	53	48				
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	21	23	15	35	50	60	9				
ELL	38	29		44	47						
BLK	29	29		44	36	36	9				
HSP	51	42		57	60		37				
MUL	75			75							
WHT	72	54		81	70		65				
FRL	46	50	44	55	47	44	32				
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	23	38	40	33	62	63	14				
ELL	40	58	73	66	80		25				
BLK	45	51	44	55	63	57	21				
HSP	48	43	56	72	68	60	35				
MUL	36			45							
WHT	74	60	45	82	69	53	63				
FRL	47	50	46	60	56	52	29				

### 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	64

ESSA Federal Index	
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	74
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	51
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	49
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	58
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	73
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	54
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?

ELA scores were on a downward trend during the last 3 testing years. In 2022, our percentage proficient increased by 5% from the previous year.

Math scores were on a downward trend during the last 3 testing years. In 2022, our percentage proficient increased by 9% from the previous year.

Science scores were on a downward trend during the last 3 testing years. In 2022, our percentage proficient increased by 16% from the previous year.

There are no trends in learning gains or in the lowest 25%-scores are up and down

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

The lowest cell on the state report card is lowest 25% reading gains, which is at 39%.

The smallest gain from the previous year was proficiency in reading from 59% to 64%.

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



A major factor that contributes to this area of need is students starting the year below grade level. Additionally, absenteeism played a role in this need area.

To address the need area we plan to strategically target students who are not making learning gains, particularly in the lowest 25% subgroup and provide them with data driven small group instruction.

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

ELA overall learning gains increased by 16% from the previous year.

Math Lowest 25% learning gains increased by 18% from the previous year.

Science proficiency increased 16% from the previous year.

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

Some of the factors that contributed to achieving this improvement were using data to purposefully plan instruction and tasks, having high expectations, holding students accountable for their learning and behavior, and communicating students progress with parents.

Some of the new actions taken, were strategically placing teachers in different grade levels or subjects.

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

Assigning paraprofessionals and other instructional support after each progress monitoring assessment to work with students based on need, instead of the same students each day or equally spread between the teachers. If teacher A has more students struggling than teacher B, the para will spend more time in teacher A's room. Having paraprofessionals and support staff provide guided reading assistance using grade level materials with students who are not reading at home, as well as previewing content with struggling students during small group. Strategically assigning support for small group instruction will help to accelerate learning.

Additionally, ESE teachers will work with students with disabilities on both IEP goals as well as data based academic deficiencies.

Using the learning arc steps to ensure lessons are planned effectively, benchmarks are clustered appropriately, and tasks meet the rigor of the standards and benchmarks.

Administrators using the classroom walkthrough tool to monitor the rigor of student tasks and assignments.

**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 PLCs teachers will analyze data to make adjustments to instructional plans and tasks to ensure our students are being provided equivalent experience learning opportunities.

Instructional Coaches and Administration will provide professional development on the new BEST standards, the Learning Arc framework for planning, and Culturally Relevant teaching.

Additional PD opportunities will be provided for teachers in need based on observations from administration.

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

1. Classroom observations by the administration using Journey and the Standards Walkthrough Tool to ensure the implementation of the standards and the assigned tasks.
2. Analysis of student products, formative and summative assessment data, to ensure tasks are at grade level.
3. Weekly collaborative planning with Instructional Coaches, utilizing the Learning Arc Framework to

ensure

grade level tasks are being used in classrooms.

4. Instructional Coaches will meet with each grade level for a Collaborative Planning Day once per year.

5. Teachers, paras and/or support staff will work with small groups of students daily in all grade levels in the

areas of ELA and Math to support instruction of standards using grade level materials.

### **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 Standards-aligned Instruction****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to Spring 2022 FSA data, a percentage of our students are not proficient. In ELA, 36% are not proficient, in Math, 13% are not proficient, and in Science, 37% are not proficient.

**Measurable Outcome:**

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

State data will show a minimum of a 1% increase of proficient students in each subject area. These increases would bring proficiency in ELA to 65%, Math to 78%, and Science to 64%.

**Monitoring:**

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

Daily - Administration will monitor classroom instruction through daily classroom visits  
Weekly -Administration and Instructional Coaches will assist teachers in planning instruction and tasks to the full extent of the benchmark  
Bi-Monthly - Florida Wonders reading comprehension assessments, math module assessments  
Quarterly - STAR and Progress Monitoring assessments in ELA, Math and Science

**Person responsible for monitoring outcome:**

Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

**Evidence-based Strategy:**

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

Engage teachers in standards-based planning protocol using the Learning Arc Framework to appropriately plan for equivalent experiences.

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

There is a relationship between academic success and ensuring students are provided the opportunities to engage in grade level standards-based expectations and tasks.

**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.

Learning Arc Framework

1. Classroom observations by the administration using Journey and the Standards Walkthrough Tool to ensure the implementation of the standards and the assigned tasks.
2. Analysis of student products, formative and summative assessment data, to ensure tasks are at grade level.
3. Weekly collaborative planning with Instructional Coaches, utilizing the Learning Arc Framework to ensure grade level tasks are being used in classrooms.
4. Instructional Coaches will meet with each grade level for a Collaborative Planning Day once per year.
5. Teachers, paras and/or support staff will work with small groups of students daily in all grade levels in the areas of ELA and Math to support instruction of standards using grade level materials.

**Person Responsible**

Lyndsy Kulcher (lyndsy.kulcher@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.**

According to Spring 2022 FSA data, 40% of students did not show learning gains on the ELA FSA. Additionally, 61% of students in the lowest 25% did not made learning gains.

**Measurable Outcome:**

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

Overall learning gains will increase by 3% and learning gains with our students in the lowest 25% will also increase by 3%.

**Monitoring:**

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

Daily - Administration will monitor fidelity of small group instruction through daily classroom visits

Weekly - Administration and Instructional Coaches will support teachers in planning for targeted small group instruction during weekly planning sessions

Monthly--MTSS Tier 2 and Tier 3 data will be reviewed by the Instructional Leadership Team

Quarterly--STAR and Progress Monitoring assessments in ELA

**Person responsible for monitoring outcome:**

Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

**Evidence-based Strategy:**

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

Identify the specific deficiencies in ELA for the students who are not making learning gains on state assessments. Plan for targeted small group instruction to provide the support needed to make learning gains.

**Rationale for Evidence-based Strategy:**

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

Research suggests that small group instruction is one of the most effective strategies in closing the achievement gap for students, therefore producing learning gains for 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.

Small Group Instruction for Students Not Making Learning Gains

1. Identify students who did not make learning gains on the state assessment.
2. Identify students who need MTSS support.
3. Analyze the STAR State Standards Mastery report to determine specific gaps in the mastery of specific standards for students not making learning gains.
4. Teachers will use the STAR State Standards Mastery report to plan for small group lessons on specific skills students are lacking.
5. Students lacking phonics skills will receive daily instruction using SIPPS.
6. Instructional Coach will support teachers to use appropriate resources for small group lessons.
7. Train paras to use planned lessons with targeted small groups of students with fidelity.

**Person Responsible**

Lyndsy Kulcher (lyndsy.kulcher@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.**

Highlands Grove has implemented the House system for our PBIS program. This system places each child and staff member into a House which will promote relationships being built across grade levels and create a sense of belonging within our large student body and staff. Each House embodies a character trait that has been specially chosen to align with the vision of our school and has diverse figure heads who exemplify that character trait. Through the use of earning points, the system encourages healthy competition between Houses and it shows students that as individuals they are part of the greater whole community at HGE. Using the House approach as our PBIS system will also provide us with tracking documentation and the necessary data to impact our students' behavior over the long term.

In addition, we will be teaching "Keys to Character" each month to reinforce the values and positive character traits of each House. The character traits will be taught and embedded in the news show, in reading class, and in the library and other specials areas. By focusing on one trait per month, it will allow us to have a common vocabulary and understanding of each of the values. Exemplifying any of the values will be an area in which students can earn points for their House, further solidifying the high expectations we have for our students' conduct and behavior.

One final way Highlands Grove will be working to build a positive school culture is through the use of the Harmony program. Harmony lessons will be taught school-wide on early dismissal days. Also, teachers will be strongly encouraged to include a daily Morning Meeting time, which builds a sense of community within the classroom, but also teaches students their roles in how to interact with one another and with their teacher. Teachers who need support in how to facilitate the morning meeting can have it modeled in their classroom so that they can be successful and the use of the time is worthwhile and has its intended outcome.

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

Our teachers and staff are critical in their role in promoting a positive culture and climate at the school. Our House system was created by Highlands Grove teachers and staff. Teachers will be provided the necessary training and support so that they feel competent and have an active role in training our students how to be successful parts of a greater community.

The students make up the largest and most important body of stakeholders. Because the Houses are multi-grade level, the goal is that the older students will become mentors for the younger students which will also promote the positive culture and a sense of belonging throughout our campus.

The next set of stakeholders are our families. Families will be able to see our Keys to Character on our social media and Class Dojo sites. Part of our initiative will be to send out monthly information so families can use our Keys to Character as discussion points in their homes and how parents/guardians can support and reinforce those values.

Our long-term goal for the House system and our Keys to Character is to build a generation of young

people who embody the values and strong character traits that will eventually benefit all stakeholders in our community.