

The School Board of Highlands County

Cracker Trail Elementary School



2022-23 Schoolwide Improvement Plan

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Cracker Trail Elementary School

8200 SPARTA RD, Sebring, FL 33875

<http://www.highlands.k12.fl.us/~cte/>

Demographics

Principal: Richard Kogelschatz

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	100%
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: B (56%) 2018-19: C (50%) 2017-18: C (46%)
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 Highlands 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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8200 SPARTA RD, Sebring, FL 33875

<http://www.highlands.k12.fl.us/~cte/>

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 KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

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

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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.

"To Develop Lifelong Learners and Leaders"

Provide the school's vision statement.

"Leading Together To Achieve Excellence"

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
Kogelschatz, Rick	Principal	
Brooker, Sarah	Assistant Principal	
White, Andrea	Teacher, K-12	
Prendergast, Elizabeth	Teacher, K-12	
Schult, Krista	Teacher, K-12	
Hines, Denise	Teacher, K-12	
Pugh-Clogston, Stacey	Teacher, K-12	
Thomas, Heather	School Counselor	
Belanger, Ian	Instructional Technology	
Prince, Amanda	Reading Coach	
Rowe, Jennifer	Teacher, K-12	
Cox, Amy	Math Coach	
Jackson, Danielle	Teacher, K-12	
Russell, Meredith	Other	

Demographic Information

Principal start date

Sunday 7/1/2018, Richard Kogelschatz

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.*

2

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.*

5

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

693

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.

11

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	100	118	115	131	117	116	0	0	0	0	0	0	0	697
Attendance below 90 percent	1	38	28	31	29	26	0	0	0	0	0	0	0	153
One or more suspensions	1	4	5	6	3	5	0	0	0	0	0	0	0	24
Course failure in ELA	7	18	15	4	13	13	0	0	0	0	0	0	0	70
Course failure in Math	6	11	12	5	13	14	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	13	17	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	23	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	7	13	18	27	0	0	0	0	0	0	0	0	0	65

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	2	13	12	8	17	18	0	0	0	0	0	0	0	70

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	5	1	8	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 9/13/2022

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	110	131	115	111	132	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	23	20	17	17	6	0	0	0	0	0	0	0	83
One or more suspensions	0	1	9	2	2	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	6	2	1	0	2	0	0	0	0	0	0	0	11
Course failure in Math	0	0	1	1	1	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	8	32	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	15	34	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	1	6	34	50	0	0	0	0	0	0	0	93

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	0	10	3	5	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	110	131	115	111	132	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	23	20	17	17	6	0	0	0	0	0	0	0	83
One or more suspensions	0	1	9	2	2	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	6	2	1	0	2	0	0	0	0	0	0	0	11
Course failure in Math	0	0	1	1	1	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	8	32	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	15	34	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	1	6	34	50	0	0	0	0	0	0	0	93

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	0	10	3	5	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	54%	47%	56%				53%	50%	57%
ELA Learning Gains	61%						51%	54%	58%
ELA Lowest 25th Percentile	53%						39%	49%	53%
Math Achievement	63%	44%	50%				56%	57%	63%
Math Learning Gains	64%						60%	57%	62%
Math Lowest 25th Percentile	48%						34%	44%	51%
Science Achievement	47%	52%	59%				57%	45%	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	63%	50%	13%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	44%	49%	-5%	58%	-14%
Cohort Comparison		-63%				
05	2022					
	2019	46%	45%	1%	56%	-10%
Cohort Comparison		-44%				

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	57%	56%	1%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	55%	60%	-5%	64%	-9%
Cohort Comparison		-57%				
05	2022					
	2019	51%	49%	2%	60%	-9%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	43%	12%	53%	2%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	45	48	35	45	38	33				
ELL	19			31							
BLK	50	60		56	70						
HSP	35	53	59	46	57	48	25				
MUL	64	83		59	77						
WHT	60	62	49	69	64	47	57				
FRL	45	57	51	55	58	50	34				
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	33	47		40	71		40				
ELL	50			40							
HSP	52	50		52	79		60				
MUL	63			71							
WHT	61	52	50	66	71	73	61				
FRL	49	39		53	66	80	42				
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	21	19	22	27	37	32	17				
ELL	15	27		23	50						
BLK	69	79		40	64		54				
HSP	44	43	41	51	57	26	49				
MUL	27	27		40	55						
WHT	55	53	38	60	61	34	64				
FRL	38	44	42	42	50	34	41				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
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	40
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	59
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	46
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
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?

ELA Achievement for 3 subgroups (SWD, ELL, HSP) was below the ESSA target of 41%.
 SWD - 19%
 ELL - 19%
 HSP - 35%

Math Achievement for 2 subgroups (SWD, ELL) was below the ESSA target of 41%.
 SWD - 35%
 ELL - 31%

Science Achievement for 23 subgroups (SWD, HSP, FRL) was below the ESSA target of 41%.
 SWD - 33%
 HSP - 25%
 FRL - 34%

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

ELA scores for the 1st and 2nd grade core are not healthy because it is not at 80%+, however, over half of the students are at or above the 50th percentile.

1st Grade
 Core: 77.2% (88/114 students) is above the 20th percentile
 High risk: 22.8% (26/114 students) is below the 20th percentile
 Low risk: 64% (73/114 students) is at or above 50th percentile

2nd grade

Core: 78.2% (100/128 students) is above the 20th percentile

High risk: 22% (28/128 students) is below the 20th percentile

Low risk: 66.5% (85/128 students) is at or above the 50th percentile

Science Achievement: 2019 - 57%, 2021 - 59%, 2022 - 47%

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

Foundational learning gaps for primary students, kindergarten students attended KLC - lack of detailed knowledge of students' ability until they enter 1st grade.

Kindergarten students are now on the CTE campus starting the 2022-2023 school year.

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

ELA Learning Gains showed the most improvement.

2019 - 51%

2021 - 54%

2022 - 61%

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

Consistency in staff, PLCs implemented weekly, deeper dives in progress monitoring meetings, monthly stocktake meetings

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

Continue to use standards aligned curriculum with fidelity, models of effective instruction, collaborative planning framework with all members of each team: all teachers teaching all subjects.

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.

1. Monitoring of use of curriculum materials using district designed curriculum map.
2. Continued development and implementation of Models of Effective Instruction and IPGs.
3. PLC monitoring by administration and instructional coaches.
4. CRI PD

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

Continued implementation of PLCs in ELA, Math, and Science.

Planning and monitoring classroom visits.

Instructional support for new teachers - modeling and observing other teachers, meeting with instructional coaches.

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

3rd Grade ELA Proficiency for the school was 50%.
 4th Grade ELA Proficiency for the school was 58%.
 5th Grade ELA Proficiency for the school was 57%.

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Subgroup Rationale:
 SWD - 19%
 ELL - 19%
 Black - 50%
 Hispanic - 35%
 Multiracial - 64%
 White - 60%
 FRL - 45%

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

In 2022-2023, 58% of Cracker Trail Elementary School students will be proficient on the F.A.S.T Reading Assessment.

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

Data discussions in weekly PLC meetings with teachers, instruction coaches, and administrators.
 Review and analysis of FAST PM1 and PM 2 data.
 Quarterly Progress Monitoring with teachers, instruction coaches, and administrators.
 Monthly Stocktake meetings with the Administrative Team.

Person responsible for monitoring outcome:

Amanda Prince (princea@highlands.k12.fl.us)

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

1. Standards aligned curriculum with fidelity
2. Models of Effective Instruction
3. Implement a collaborative planning framework - Professional Learning Communities

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

1. CKLA curriculum materials available; use district designed curriculum map;
2. Models of Instruction promote student engagement in cognitive & social tasks increasing the student's capabilities to learn more easily and effectively.
3. PLCs provide educators opportunities to directly improve teaching & learning.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

3rd Grade ELA Proficiency for the school was 58%.
 4th Grade ELA Proficiency for the school was 63%.
 5th Grade ELA Proficiency for the school was 67%.

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Subgroup Rationale:
 SWD - 35%
 ELL - 31%
 Black - 56%
 Hispanic - 46%
 Multiracial - 59%
 White - 69%
 FRL - 55%

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

In 2022-2023, 60% of Cracker Trail Elementary School students will be proficient on the F.A.S.T Math Assessment.

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

Data discussions in weekly PLC meetings with teachers, instruction coaches, and administrators.
 Review and analysis of FAST PM1 and PM 2 data.
 Quarterly Progress Monitoring with teachers, instruction coaches, and administrators.
 Monthly Stocktake meetings with the Administrative Team.

Person responsible for monitoring outcome:

Amy Cox (coxa@highlands.k12.fl.us)

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

1. Standards aligned curriculum with fidelity
2. Models of Effective Instruction
3. Implement a collaborative planning framework - Professional Learning Communities

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

1. Standards aligned curriculum - McGraw Hill
2. Models of Instruction promote student engagement in cognitive & social tasks increasing the student's capabilities to learn more easily and effectively.
3. PLCs provide educators opportunities to directly improve teaching & learning.

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science

5th Grade ELA Proficiency for the school was 47%.

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Subgroup Rationale:
 SWD - 33%
 Hispanic - 25%
 White - 57%
 FRL - 34%

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

In 2022-2023, Cracker Trail Elementary will increase proficiency on the Statewide Science Assessment by 3% from 47% to 50%.

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

Data discussions in weekly PLC meetings with teachers, instruction coaches, and administrators.
 Review and analysis of FAST PM1 and PM 2 data.
 Quarterly Progress Monitoring with teachers, instruction coaches, and administrators.
 Monthly Stocktake meetings with the Administrative Team.

Person responsible for monitoring outcome:

Denise Hines (hinesd@highlands.k12.fl.us)

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

1. Standards aligned curriculum with fidelity
2. Models of Effective Instruction
3. Implement a collaborative planning framework - Professional Learning Communities

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

1. SSA aligned curriculum materials available; use district designed curriculum map;
2. Models of Instruction promote student engagement in cognitive & social tasks increasing the student's capabilities to learn more easily and effectively.
3. PLCs provide educators opportunities to directly improve teaching & learning.

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.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Behavior

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

In 2022-2023, 90% of Cracker Trail Elementary School students will earn PBIS events.

Monitoring:

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

Committee Meetings
Progress Monitoring
Stocktake Meetings

Person responsible for monitoring outcome:

Stacey Pugh-Clogston
(clogsts@highlands.k12.fl.us)

Evidence-based Strategy:

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

Implementation of School-Wide PBIS Plan.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the 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.

No action steps were entered for this area of focus

#5. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

In 2022-2023, Cracker Trail Elementary School will increase the number of students who attend 90% or more by 3% from 79% to 82%.

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

Committee Meetings
Progress Monitoring
Stocktake Meetings
SARC Meetings

Person responsible for monitoring outcome:

Sarah Brooker (brookers@highlands.k12.fl.us)

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

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

No action steps were entered for this area of focus

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

Effective instruction using standards aligned curriculum with fidelity

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

Effective instruction using standards aligned curriculum with fidelity

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)

In 2022-2023, 58% of Cracker Trail Elementary School students will be proficient on the F.A.S.T (STAR) Reading Assessment (PM3).

Grades 3-5: Measureable Outcome(s)

In 2022-2023, 58% of Cracker Trail Elementary School students will be proficient on the F.A.S.T Reading Assessment (PM3).

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.

Data discussions in weekly PLC meetings with teachers, instruction coaches, and administrators. Review and analysis of FAST PM1 and PM 2 data.

Quarterly Progress Monitoring with teachers, instruction coaches, and administrators.
 Monthly Stocktake meetings with the Administrative Team.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Prince, Amanda, princea@highlands.k12.fl.us

Evidence-based Practices/Programs:

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

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

95% Group will be used to support Tier 1, Tier 2, and Tier 3 instruction. Weekly, bi-weekly, and monthly data will be collected to monitor evidence of effectiveness.

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?

95% Group materials are an evidence-based program supported by the District to support ELA instruction.

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

Literacy coaching support from LCRT.

Prince, Amanda, princea@highlands.k12.fl.us

Positive Culture & Environment

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

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

CTE builds a positive school culture by creating meaningful parent involvement activities. These events include the face to face parent conferences twice a year, face to face orientation, annual PTO-sponsored "CTE Hoedown," and our school-wide art/science night. Our school celebrates academic and behavioral achievements through our end of the year events and our quarterly PBIS celebrations. Staff and student achievements are also celebrated on our school-based news team (WCTE) and our social media accounts (Facebook & our district app). The foundation of our school's academic and behavioral goals are set by our school's leadership team and shared in each classroom by staff members & displayed through signage. School wide behavior is modeled not only by our staff, our school safety deputy, but by our student-led safety patrol. CTE added our kindergarten back this school year. Our staff and students have served as role models and leaders for the newest and youngest Mustangs. Each year, before our staff and students return, our school has a beautification day attended by staff and parents. While this group refreshes our physical campus, our staff and custodial staff maintain our campus' beauty throughout the year.

To increase parent involvement and build positive relationships with families, as well as increase communication to inform parents of their child's progress, we host:

- Open House/Orientation night
- Report Card Conferences with Parents
- PTO Family Nights - Hoe Down
- Science Fair/ Art Showcase
- Fall Character Parade

*Events may be changed or canceled based on guidelines set in response to safety guidelines.

In addition we communicate with families and the community through:

- School & Classroom Websites
- School Facebook Page
- Monthly School Newsletters
- Weekly Classroom Newsletters
- Call-Outs to Families (to communicate important information/reminders)
- iOS & Android APP
- Student planners/Communication folders
- DoJo App
- Remind App
- PTO Meetings
- SAC Meetings
- Title I Annual Meeting
- Business Partnerships

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

Stakeholders:

Administration

Teachers

Staff

Parents

Students

Volunteers

All Stakeholders work together using the Parent Family Engagement Plan, Positive Behavior Intervention Support Plan, and the Cracker Trail's mission and vision to promote a positive culture and environment.