Fred Wild Elementary School

2022-23 Schoolwide Improvement Plan

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Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

http://www.highlands.k12.fl.us/~fwe/

Demographics

Principal: Megan Moesching

Start Date for this Principal: 7/20/2019

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)	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: D (37%) 2018-19: C (45%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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.](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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Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

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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	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	68%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our MISSION at Fred Wild Elementary is that "All students are challenged to reach their maximum potential. We provide a safe environment to grow, inspire and empower the learners of today to become leaders of tomorrow."

Provide the school's vision statement.

Our VISION at Fred Wild Elementary School is to "Grow, Inspire, and Empower Leaders!"

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
Moesching, Megan	Principal	
Germaine, Courtney	Assistant Principal	
Camacho , Jennifer	Instructional Coach	Math & Science Coach
Abascal, Blair	Instructional Coach	MTSS Coach
Eldon, Kristy	Teacher, K-12	Kindergarten Team Leader
Varchmin, Shelby	Teacher, K-12	First Grade Team Leader
Randolph, Samantha	Teacher, K-12	Second Grade Team Leader
Peragine, Michelle	Teacher, K-12	Third Grade Team Leader
Julien, Onassis	Teacher, K-12	LCRT
Whitaker, Jessica	Teacher, K-12	PBiS Coach
Smith, Adele	Teacher, K-12	Fourth Grade Team Leader
Shannon-Roux, Daisha	Teacher, K-12	Fifth Grade Team Leader

Demographic Information

Principal start date

Saturday 7/20/2019, Megan Moesching

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.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

565

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

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

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	88	110	95	107	79	86	0	0	0	0	0	0	0	565
Attendance below 90 percent	0	45	34	31	34	25	0	0	0	0	0	0	0	169
One or more suspensions	0	7	7	10	4	17	0	0	0	0	0	0	0	45
Course failure in ELA	0	29	20	33	48	26	0	0	0	0	0	0	0	156
Course failure in Math	0	29	24	17	40	27	0	0	0	0	0	0	0	137
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	36	33	0	0	0	0	0	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	20	26	37	40	0	0	0	0	0	0	0	123
Number of students with a substantial reading deficiency	0	29	20	26	36	33	0	0	0	0	0	0	0	144

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	0	0	3	2	0	0	0	0	0	0	0	0	5

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	2	8	0	0	0	0	0	0	0	0	0	15
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

Tuesday 8/23/2022

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	105	94	94	78	80	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	38	34	32	22	26	0	0	0	0	0	0	0	152
One or more suspensions	0	7	8	2	6	6	0	0	0	0	0	0	0	29
Course failure in ELA	0	2	16	3	9	13	0	0	0	0	0	0	0	43
Course failure in Math	0	1	9	4	5	15	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	38	41	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	32	54	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	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	3	11	16	31	42	0	0	0	0	0	0	0	103

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	6	2	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	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	105	94	94	78	80	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	38	34	32	22	26	0	0	0	0	0	0	0	152
One or more suspensions	0	7	8	2	6	6	0	0	0	0	0	0	0	29
Course failure in ELA	0	2	16	3	9	13	0	0	0	0	0	0	0	43
Course failure in Math	0	1	9	4	5	15	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	38	41	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	32	54	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	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	3	11	16	31	42	0	0	0	0	0	0	0	103

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	6	2	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	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	44%	47%	56%				43%	50%	57%
ELA Learning Gains	47%						52%	54%	58%
ELA Lowest 25th Percentile	31%						48%	49%	53%
Math Achievement	46%	44%	50%				49%	57%	63%
Math Learning Gains	41%						43%	57%	62%
Math Lowest 25th Percentile	31%						45%	44%	51%
Science Achievement	20%	52%	59%				32%	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	46%	50%	-4%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	41%	49%	-8%	58%	-17%
Cohort Comparison		-46%				
05	2022					
	2019	37%	45%	-8%	56%	-19%
Cohort Comparison		-41%				

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	66%	56%	10%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	58%	60%	-2%	64%	-6%
Cohort Comparison		-66%				
05	2022					
	2019	23%	49%	-26%	60%	-37%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	43%	-10%	53%	-20%
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	9	24	31	20	34	38	13				
ELL	32	48		30	19						
BLK	24	36	8	26	32	40	17				
HSP	41	45	33	45	31	25	15				
MUL	46			38							
WHT	54	57	60	56	53		22				
FRL	42	44	29	44	39	29	15				

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	50		30	30		33				
ELL	39	83		42	54		50				
BLK	26	50		26	17		27				
HSP	41	56	55	45	35		36				
WHT	49	54		65	54		46				
FRL	39	51	61	46	36	28	38				

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	31	30	37	38	35	25				
ELL	26	44	38	53	55	60					
BLK	30	40	50	29	30	29	4				
HSP	43	52	46	51	49	52	40				
MUL	50			54							
WHT	51	63	44	58	43	47	41				
FRL	42	51	48	47	42	44	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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	29
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
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	50
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

An emerging trend across grade levels, subgroups, and core content areas is a need to strengthen and better support Tier 1 instruction. In ELA, Math, and Science there is a need to ensure Tier 1 is being implemented with fidelity and students' task are aligned to the benchmark providing the teacher the data they need to intervene appropriately. We also need to ensure Tier 1 instruction is supported with purposeful lessons to remediate or accelerate student learning. Across all grade levels our Black/African American students and Students with Disabilities perform significantly below grade level and have for several years.

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

Our greatest need for improvement is an overall increase in proficiency in all core content areas - reading, math, and science. In reading, we have been historically below 50% proficiency. In 2019 we had 43% proficient, in 2021 we had 41% proficient, and in 2022 we had 44% proficient. Our goal is to reach 50% proficiency as measured on the Spring FAST Assessment in 2023. Our math proficiency has hovered around 50% over the last three years. In 2019 we were at 49% proficient, in 2021 we were 50% proficient, and last year we were 46% proficient showing a 4% decrease. Our goal for Spring FAST Assessment in math in 2023 is 55% proficiency. Our science proficiency drastically dropped from 38% to 20% from 2021 to 2022. This was following a 6% increase from 2019 to 2021. Our goal for Spring 2023 is 50% proficiency.

Increasing overall proficiency will also improve learning gains in all areas. Drilling deeper into this we have a high need to increase student achievement among Black/African Americans and Students with Disabilities. Our Black/African American students had an ELA achievement proficiency of 24%, Math achievement proficiency of 26%, and Science proficiency of 17%. Our Students with Disabilities had an

ELA achievement proficiency of 9%, Math achievement proficiency of 20%, and Science proficiency of 13%. Both of these subgroups have also been below 32% two consecutive years.

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

At the beginning of '21-'22 school year, Mrs. Moesching had a baby and was on maternity leave until mid-October. The AP at the time struggled to keep things afloat and procedures in place. We did not have a reading coach for the 2021-2022 school year which had a significant impact on the success of PLC's and the planning of effective lessons. In 5th grade, we started the school year with a long-term sub in ELA and Social Studies. The sub struggled greatly and was without a reading coach and AP. The sub ended up leaving in January 2022. The class was split among 5th-grade classes until another sub was found. The new sub struggled with management. The last 3 weeks of school another 5th grade teacher went on Active Military Duty. The new action taken is strengthening the core instruction (Tier 1) and ensuring students are able to independently apply the assigned task with a deeper understanding for the application. We will be implementing the process of "check act" and providing feedback routinely to classroom teachers centered around...
Teacher Look Fors:
1. Provides task aligned to the intended learning of the benchmark.
2. Teacher ask questions to deepen understanding of the intended learning.
3. Teacher uses academic language to support intended learning.
Student Look Fors:
1. Students apply intended learning to complete the assigned task
2. Students use academic language to deepen their understanding
We have created a stable 5th-grade team and hired an effective Assistant Principal and Reading Coach.

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

We increased our ELA proficiency from Spring of 2021 to Spring of 2022 in 3rd grade by 12 percentage points (39% to 51%) and 4th grade by 5 percentage points (35% to 40%). We increased our Math proficiency from Spring of 2021 to Spring of 2022 in 3rd grade by 6 percentage points (51% to 56%). Our overall math gains increased by 2% from 39% to 41%.

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

The contributing factors to the gains in ELA in 3rd and 4th grade proficiency were strong Professional Learning Communities in which student tasks were directly aligned to the standard and the use of formative assessments and core support were implemented consistently. The new action was the core support plan for 3rd and 4th grade ELA as well as feedback on effective lessons.

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

Core Support for ELA and Math in which skills are taught and remediated in order to close learning gaps and accelerate learning.
Core Support Plan for ELA:
3rd grade-
Tier 1: 30 minutes daily, 95% Multisyllable Routine Cards, Amplify Reading, ixl
Tier 2: 20 to 30 minutes (3-5x week), 95% Chip Kit, district fluency guides
Tier 3: 30 to 45 (3-5x week), 95% group
Assessments to be used- DIBELS grade level PM, aimswebPlus, Classroom formative checks for foundational skills, PASI and PSI
4th grade-

Tier 1: 30 minutes daily, B.E.S.T. ELA novel studies
Tier 2: mClass instruction
Tier 3: 95% Chip Kit
Assessments same as 3rd grade
5th grade-
Tier 1: Amplify Reading, Magnetic Reading
Tier 2: 95% Chip Kit, Vocabulary Surge, 95% Comprehension
Tier 3: Heggerty Bridging the Gap, 95% Chip Kit, 95% Phonics Lesson Library
Assessments same as 4th grade and 5th grade
High-impact tutoring will also occur to better meet students' individual learning needs, this will occur after school, during WIN, and Specials. We will be using Magnetic Reading from Curriculum Associates.
Core Support Plan for Math:
We will be utilizing the spiral lessons from the curriculum during math intervention time as well as the online component of Redbird learning. We will utilize ixl and reflex math as well during this time to close learning gaps and provide targeted support.

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.

3rd-5th Grade Deep Dive into ELA Standards
2nd Grade CRI-PD
K-5 Ongoing Math Curriculum
K-5 Deep Dive in Math Standards
Cooperative Learning
High Impact Tutoring - Magnetic Reading/Ready Florida B.E.S.T Mathematics
Amplify Reading 3rd-5th
mClass
iReady ELA 3rd-5th
Reflex Math
IRI Grant
Amplify Strong Start
Effective Support Facilitation Partnerships

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

Academic coaches - Reading, Math and Science
High Impact Tutoring
Professional Learning Communities implemented with fidelity
District coaching support
MTSS Coach - to support Tier 2 and Tier 3 impletation

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.	We will be focusing on our Tier 1 CORE instruction in ELA, Math, and Science. We need to increase proficiency in all academic subject areas. The student proficiency in all areas shows a need for explicit instruction directly aligned to the intended learning of the benchmark.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA proficiency from 44% to 50% as measured on the FAST assessment. Increase Math proficiency from 46% to 55% as measured on the FAST assessment. Increase Science proficiency from 19% to 50% as measured by the Florida State Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor student data on the FAST PM 1 and PM 2 (ELA and Math) and the district Science Baseline in Science. We will measure growth between the two assessments and check progress towards proficiency. We will schedule classroom walk-throughs weekly as an administrative team (P, AP, Coaches) and have a follow-up discussion on what we saw and next steps.
Person responsible for monitoring outcome:	Megan Moesching (moeschim@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will have weekly Professional Learning Communities in all subject areas to ensure the teacher provides tasks aligned to the intended learning of the benchmark. The academic coaches will facilitate PLC in order to have a defined structure and focus on student tasks, assessments, and next steps. Purposeful questions will be created and key academic language will be embedded to support learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Implementing a strong Professional Learning Community will support teachers in understanding the benchmark and developing a plan to model application of intended learning. Teachers will be more likely to execute a guaranteed and viable curriculum based on the BEST Standards.

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.

Academic Coaches will facilitate Professional Learning Communities to support benchmark-aligned planning in ELA, Math, and Science.

Person Responsible	Megan Moesching (moeschim@highlands.k12.fl.us)

Our district specialist will meet with and co-facilitate PLCs in order to observe planning and identify the needs of grade levels or academic coaches.

Person Responsible	Megan Moesching (moeschinm@highlands.k12.fl.us)

Meet weekly with academic coaches to debrief and collaborate on walk-throughs and PLC from the previous week and work to develop the next steps for the following week

Person Responsible   Megan Moesching (moeschim@highlands.k12.fl.us)

During PLC ensure the teachers are focused on the instructional model, strategies to use during the lesson, and the questioning/assessment aligned to the benchmark that will support intended learning.

Person Responsible   Onassis Julien (julieno@highlands.k12.fl.us)

Lessons are benchmark aligned and student materials match the intended outcome of the lesson.

Person Responsible   Jennifer Camacho (camachoj@highlands.k12.fl.us)

Students in 3rd-5th grade will complete Amplify Reading lessons for targeted computer instruction aligned to the benchmarks and assignments.

Person Responsible   Onassis Julien (julieno@highlands.k12.fl.us)

Implement grade-level science fair project for all of 5th grade in order to provide a hands-on experience aligned to the Scientific Method and expose students academic language rooted in science.

Person Responsible   Jennifer Camacho (camachoj@highlands.k12.fl.us)

Track student data utilizing the Branching Minds platform to monitor students in MTSS.

Person Responsible   Blair Abascal (abascalb@highlands.k12.fl.us)

#2. Positive Culture and Environment specifically relating to ESSA Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We are working on increasing proficiency for 2 subgroups specifically that have been below 41% for two consecutive years, Black/African American (24%- 2022) and Students with Disabilities (9%- 2022).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase proficiency in ELA for both subgroups to 41% (from 24% Black/African American and 9% Students with Disabilities) proficient as measured on the end of year FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor students in both subgroups after PM 1 and PM 2 and track progress towards our proficiency goal.
Person responsible for monitoring outcome:	Megan Moesching (moeschim@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	We will be implementing High Dosage Tutoring utilizing Magnetic Reading from Curriculum Associates in 3rd, 4th and 5th grade.

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.	Based on an article from "EdResearch for Recovery", by C. Robinson, M . Kraft, and S. Loeb High Dosage Tutoring can produce large learning gains for a wide range of students including those who have fallen behind academically. The tutoring interventions will be three times a week for 45 minutes and last 8 months. The groups will be targeted with no more than 3 to 4 students at a time and personnel will be consistent and be trained for effective implementation. Ongoing formal assessments and data will support the program in an effort to effectively tailor the instruction and individual students' needs. We will be utilizing Magnetic Reading from Curriculum Assosciates, "Systematic routines and multiple pacing options drive intuitive, flexible lessons that are completely aligned with Florida's B.E.S.T. Standards. Regular assessments and scaffolding reports show progress within a program built by what is known to be effective."

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.

Use data from Spring FSA (including Lowest Quaratile) and FAST PM 1 to create tutoring groups and schedules.

Person Responsible	Courtney Germaine (germainc@highlands.k12.fl.us)

Create a "College Bound Boys" group that will meet routinely with male mentors in order to teach social skills. Through this mentoring/leadership program our male students in 4th and 5th grade will receive life lessons and participate in unique opportunities they may not otherwise get to attend.

Person Responsible	Onassis Julien (julieno@highlands.k12.fl.us)

Implement a school-wide PBIS system targeting positive behavior and attendance.

Person Responsible	Courtney Germaine (germainc@highlands.k12.fl.us)

"Together We Rise" Parent Night for academic goal setting in the fall and spring.

Person Responsible	Courtney Germaine (germainc@highlands.k12.fl.us)

Safety Patrols will be established encompassing both subgroups to promote a positive culture at school and give them purpose for being here.

Person Responsible	Jennifer Camacho (camachoj@highlands.k12.fl.us)

Implement IXL with all students in our VE/IND classrooms with students not on access points to provide targeted teacher led interventions.

Person Responsible	Blair Abascal (abascalb@highlands.k12.fl.us)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

We will be monitoring the fidelity of Tier 1 instruction in K-2 specifically focusing on Foundational Reading skills and by teaching students how to use reading comprehension strategies by using a gradual release of responsibility. Grade-levels will participate in a Professional Learning Community once a week with our reading coach and plan effective engaging student lessons in reading. The following week they review data from the previous weeks lesson and determine next steps for enrichment and intervention.

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

In 3-5 we will be using High Impact Tutoring (groups of 4 students) in an effort to increase reading comprehension. We will also utilize "Active Reading" strategies during the Tier 1 ELA block. Teachers and students will use academic language to deepen understanding and complete a task each day aligned to the benchmark.

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 grades K-2 STAR Early Literacy and STAR reading students will be at 60% proficient as measured by the end of year progress monitoring test.

Grades 3-5: Measureable Outcome(s)

In 3-5 students will increase reading proficiency from 44% to 50% as measured on the end of year FAST.

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.

This area of focus will be monitored by our Reading Coach and administrative team. The reading coach will facilitate weekly Professional Learning Communities in which planning is aligned to the benchmarks. He will also ensure fidelity of the instrutional model, strategies to be used during the lesson, questioning and assessments that align to the benchmarks and support the intended learning goal. Lessons planned in PLC will then be observed by admin in order to provide feedback and next steps.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Julien, Onassis, julieno@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. §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?

We will be implementing the following evidence-based practices:
1. Teach students how to use reading comprehension strategies by teaching students how to use several research-based reading comprehension strategies, teaching reading strategies individually or in combination, and teaching reading comprehension strategies by using a gradual release of responsibility.
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content by explicitly explaining how to identify and connect the parts of narrative texts and provide instruction on common structures of informational texts.
3. Establish an engaging and motivating context in which to teach reading comprehension by helping students discover the purpose and benefits of reading and giving students the opportunity to collaborate with their peers.

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?

According to the IES Practice Guide the three comprehension strategies we plan to implement are of moderate or strong evidence. Our reading proficiency in K-5 needs to increase and strengthen comprehension skills will support this.

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 Leadership - Provide time for consistent grade-level planning and clearly communicate the expectations for planning with coaches and teachers. Collaborate weekly with content coaches after walk throughs and PLC meetings.	Moesching, Megan, moeschim@highlands.k12.fl.us
Literacy Coaching- Our reading coach with prepare for the PLC process weekly and focus on teacher clarity, assist in creating an effective model of instruction, provide strategies for student engagement, ensuring questions and assessments are aligned to the benchmarks and outcome of intended learning.	Julien, Onassis, julieno@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.

We implement PBiS school-wide, focusing on rewarding positive behavior. Class DOJO is utilized school wide in order collect data for good behavior and communicate with parents routinely. Every other week we reward students with an 80% or higher DOJO average with a SNOCONE. We also have quarterly celebration in which students with no referrals, "S's" in conduct and work habits, and an 80% or higher DOJO can attend.

We also implement a school-wide incentive, "WILD Bucks" which are earned for following our school wide behavior expectations:

W - Welcoming and Respectful
I - Invested in Learning
L - Leading Responsibly
D - Determined to Succeed

Students can use their "WILD Bucks" at our school store. Students recite the "WILD expectations" daily during the morning announcements and they are referred to throughout campus in an effort to promote a positive culture.

We promote a positive classroom community through our "100s Chart" incentive in which classes earn points for attendance and compliments. If they reach their quarterly goal as a class they then receive a reward.

This year we are nominating students and staff of the month based on the character words for the year. Each month 1 student from every class as well as 1 staff member will be recognized for emulating the character word of the month.

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

Students - responsible for modeling WILD expectations daily
Teachers - teach, review, model, and reinforce the WILD expectations
Staff - praise positive behavior utilizing the school-wide systems
Community Partners - we have community partners who advertise their business on our fence line and make monetary donations to the school in order to provide rewards to teachers and students. We also have community partners that volunteer their time to prep school materials, mentor students, and monitor lunch duties. We receive many donations from community business throughout the year in order to support or student and staff.
School Social Worker- our school social worker works closely with our families to promote school and attendance and engage families in a positive schooling experience.