

The School Board of Highlands County

Highlands Virtual School



2022-23 Schoolwide Improvement Plan

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Highlands Virtual School

426 SCHOOL ST, Sebring, FL 33870

<https://sites.google.com/highlands.k12.fl.us/hvs>

Demographics

Principal: Page Green

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: C (50%) 2017-18: B (55%)
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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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)
Combination School KG-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

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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.

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<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.

Highlands Virtual School will partner with students, families, and the community to empower students to be self-motivated learners who embrace digital literacy to achieve academic mastery and foster lifelong learning.

Provide the school's vision statement.

Empowering students to be independent lifelong learners.

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
Green, Page	Principal	
Goudge, Erin	Assistant Principal	
Gordon, Rebecca	Dean	
Langston, Jennifer	School Counselor	
Ramos, Stephanie	Teacher, K-12	
Saenz, Lisa	Teacher, K-12	
Graham, Rita	Teacher, K-12	
Sutton, Daniele	Instructional Coach	
Farless, Randy	Instructional Coach	

Demographic Information

Principal start date

Friday 7/1/2022, Page Green

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.*

15

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

175

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

3

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2	4	5	10	3	6	13	13	25	24	10	24	28	167
Attendance below 90 percent	0	0	1	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Tuesday 8/30/2022

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	9	11	22	11	14	28	18	32	31	22	35	42	50	325
Attendance below 90 percent	2	6	13	5	3	9	4	10	10	6	11	13	18	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	7	4	4	1	7	1	24
Course failure in Math	0	0	0	0	0	0	0	7	3	3	6	6	11	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	4	1	4	0	3	7	9	10	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	1	4	0	7	9	9	10	46
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	4	8	2	8	6	4	7	13	13	65

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	1	0	1	1	3	1	8

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	9	11	22	11	14	28	18	32	31	22	35	42	50	325
Attendance below 90 percent	2	6	13	5	3	9	4	10	10	6	11	13	18	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	7	4	4	1	7	1	24
Course failure in Math	0	0	0	0	0	0	0	7	3	3	6	6	11	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	4	1	4	0	3	7	9	10	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	1	4	0	7	9	9	10	46
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	4	8	2	8	6	4	7	13	13	65

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	1	0	1	1	3	1	8

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	49%	46%	55%				62%	62%	61%
ELA Learning Gains	41%						41%	41%	59%
ELA Lowest 25th Percentile	33%								54%
Math Achievement	38%	35%	42%				44%	44%	62%
Math Learning Gains	48%						36%	36%	59%
Math Lowest 25th Percentile	35%								52%
Science Achievement	46%	36%	54%				55%	55%	56%
Social Studies Achievement	59%	50%	59%				63%	63%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	44%	-44%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	40%	-40%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	46%	-46%	56%	-56%
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	44%	-44%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	54%	-14%	67%	-27%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	63%	-5%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	52%	-52%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	57%	-57%

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	25			31	46					50	
ELL				10							
BLK	27	33		14	18		36			69	27
HSP	51	47		47	63	40	54	65		80	26
WHT	59	39		42	43		48	74		72	29
FRL	38	36	25	28	38	31	46	48		68	27
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	3	19	21	9	9	10	18				
ELL	31	43		16	24						
BLK	31	43	21	14	27	31	33	32			
HSP	48	41	38	28	20	27	48	50			
MUL	56	47		46	27						
WHT	53	50	29	30	24	17	67	58		95	32
FRL	43	42	32	22	23	29	53	37		90	33
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
WHT	65	54		46				54			
FRL								50			

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	10
Percent Tested	94%
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	10
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53

Hispanic Students	
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	51
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	39
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?

At least half of the schools population is a level 1 or level 2.

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

Math

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

Math is more difficult to learn online. Focus notes for students to work each of the problems. Math manipulatives were sent home for elementary students. Workbook materials printed for elementary students.

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

ELA

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

Students were engaged in more reading in all content areas. We worked to implement literacy strategies in synchronous sessions. Literacy coach led PLC meetings.

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

Targeted interventions and creating an environment where students are self-motivated learners.

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.

AVID strategies to be implemented school wide in classes, synchronous sessions, and with students independent learning.

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

Coaching support for teachers and study skills support for students.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Student Successful Completion

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

Previous student success data identified a need to target students completion rates. In creating a positive school culture and environment where our teachers encourage and motivate students, we are looking to see an increase in successful completion.

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

95% of HVS courses will be successfully completed by all students including English Language Learners, Students with Disabilities, Black/African American, and Economically Disadvantaged.

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

Teachers, coaches, and administrators will meet to discuss student progress.

Person responsible for monitoring outcome:

Rita Graham (grahamr1@highlands.k12.fl.us)

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

Teachers will complete a weekly instructional plan targeting student's weekly course completion. Teachers, coaches, and admin attend weekly PLCs.

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

PLC templates will be completed weekly to review standards, objectives, and misconceptions.

Action Steps to Implement

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

Students progress is pulled schoolwide weekly, contacts are made to parents of struggling students. Students are invited to a study skills lab to work with teachers and staff to improve their work. Teachers, coaches, and administrators meet weekly to discuss students progress.

Teachers will meet with instructional coaches and administrators monthly for data chats looking at their courses successful completion. Teachers, guidance counselors, and administrators will meet monthly as a grade level team to identify students not on target to meet successful completion.

Parent and student conferences are held with administrators when students are falling behind.

Person Responsible

Erin Goudge (goudgee1@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and****Rationale:**

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

Student achievement data for the last two years shows a need for a more targeted approach to achieving academic growth in ELA.

Measurable Outcome:

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

We will maintain or increase student achievement in ELA by 3% by all students including English Language Learners, Students with Disabilities, Black/African American, and Economically Disadvantaged.

Monitoring:

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

Teachers, coaches, and administrators will meet to discuss student progress in ELA.

Person responsible for monitoring outcome:

Daniele Sutton (suttond@highlands.k12.fl.us)

Evidence-based Strategy:

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

Teachers will complete a weekly instructional plan targeting student's weekly course completion. Teachers, coaches, and admin attend weekly PLCs.

Rationale for Evidence-based Strategy:

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

PLC templates will be completed weekly to review standards, objectives, and misconceptions in ELA.

Action Steps to Implement

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

Students progress is pulled schoolwide weekly, contacts are made to parents of struggling students. Students are invited to a study skills lab to work with teachers and staff to improve their work. Teachers, coaches, and administrators meet weekly to discuss students progress.

Teachers will meet with instructional coaches and administrators monthly for data chats looking at their courses successful completion. Teachers, guidance counselors, and administrators will meet monthly as a grade level team to identify students not on target to meet successful completion.

Parent and student conferences are held with administrators when students are falling behind.

Person Responsible

Daniele Sutton (suttond@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and

Rationale:

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

Student achievement data for the last two years shows a significant decrease in math achievement level.

Measurable Outcome:

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

We will maintain or increase student achievement in math by 3% by all students including English Language Learners, Students with Disabilities, Black/African American, and Economically Disadvantaged.

Monitoring:

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

Teachers, coaches, and administrators will meet to discuss student progress in math.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Teachers will complete a weekly instructional plan targeting student's weekly course completion. Teachers, coaches, and admin attend weekly PLCs.

Rationale for Evidence-based Strategy:

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

PLC templates will be completed weekly to review standards, objectives, and misconceptions in math.

Action Steps to Implement

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

Students progress is pulled schoolwide weekly, contacts are made to parents of struggling students. Students are invited to a study skills lab to work with teachers and staff to improve their work. Teachers, coaches, and administrators meet weekly to discuss students progress.

Teachers will meet with instructional coaches and administrators monthly for data chats looking at their courses successful completion. Teachers, guidance counselors, and administrators will meet monthly as a grade level team to identify students not on target to meet successful completion.

Parent and student conferences are held with administrators when students are falling behind.

Person Responsible

[no one identified]

#4. Instructional Practice specifically relating to Science**Area of Focus Description and****Rationale:**

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

Student achievement data for the last two years shows a need for a more targeted approach to achieving academic growth in Science.

Measurable Outcome:

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

We will maintain or increase student achievement in science by 3% by all students including English Language Learners, Students with Disabilities, Black/African American, and Economically Disadvantaged.

Monitoring:

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

Teachers, coaches, and administrators will meet to discuss student progress in science.

Person responsible for monitoring outcome:

Stephanie Ramos (ramoss1@highlands.k12.fl.us)

Evidence-based Strategy:

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

Teachers will complete a weekly instructional plan targeting student's weekly course completion. Teachers, coaches, and admin attend weekly PLCs.

Rationale for Evidence-based Strategy:

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

PLC templates will be completed weekly to review standards, objectives, and misconceptions in science.

Action Steps to Implement

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

Students progress is pulled schoolwide weekly, contacts are made to parents of struggling students. Students are invited to a study skills lab to work with teachers and staff to improve their work. Teachers, coaches, and administrators meet weekly to discuss students progress.

Teachers will meet with instructional coaches and administrators monthly for data chats looking at their courses successful completion. Teachers, guidance counselors, and administrators will meet monthly as a grade level team to identify students not on target to meet successful completion.

Parent and student conferences are held with administrators when students are falling behind.

Person Responsible

Stephanie Ramos (ramoss1@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.

School wide monthly announcement meetings, meet ups/events, & SAC meetings. Monthly postcards sent from teachers to students who are positively working in their courses. Weekly kudos emails for students on pace and passing their coursework. Social media shout outs recognizing students involvement. Staff recognition board. Mentoring program with high school students.

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

Students - Respectful, interact well with teachers, staff, and peers

Parents/Families - Support students learning environment

Teachers/Staff/Administrators - Facilitate student learning and promote a positive mindset

Community Partners - Participate with mentoring and other monthly meet ups and events