

The School Board of Highlands County

# Sun 'n Lake Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Sun 'n Lake Elementary School

4515 PONCE DE LEON BLVD, Sebring, FL 33872

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

## Demographics

**Principal: Cheryl Vermilye**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (52%) 2018-19: A (64%) 2017-18: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Sun 'n Lake Elementary School

4515 PONCE DE LEON BLVD, Sebring, FL 33872

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

### 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	55%

### School Grades History

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

### School Board Approval

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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.**

Sun 'n Lake Elementary is a community of students, families, and staff committed to nurturing all learners through engaging experiences and meaningful collaboration in a safe, positive and inclusive environment.

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

One Team, One Hive, Where All Students Thrive

### 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
Vermilye, Cheryl	Principal	Ensuring educational strategies are in place that support effective learning for all students. Serve as a facilitator, guide, and supporter of effective instructional practices to ensure student success.
Lowe, Jessica	Assistant Principal	Assist the school principal in the leadership, coordination, supervision and management of the school program and operation. Assist the principal in the transformation of the school culture into a results-oriented collaborative learning community.
Freeland, Melinda	Instructional Coach	Assist teachers in the selection and implementation of appropriate instructional strategies and differentiation strategies. Work with individuals and groups of teachers. Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Assist with identifying and progress monitoring students through the MTSS process.
Williams, Amy	Math Coach	Assist teachers in the selection and implementation of appropriate instructional strategies and differentiation strategies. Work with individuals and groups of teachers. Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals.
Bermudez, Jenniffer	Teacher, K-12	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams.
Brown, Christine	Teacher, K-12	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams.
Dettman, Channing	Teacher, K-12	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams.
Saunders, Christin	Teacher, ESE	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams. Promotes positive school culture as PTO and PBIS leader.
Knight Rezarie, Adrian	Teacher, K-12	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams.

Name	Position Title	Job Duties and Responsibilities
Hernandez, Melissa	Teacher, K-12	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams.
Roth, LaNita	Instructional Coach	Assist teachers in the selection and implementation of appropriate instructional strategies and differentiation strategies. Work with individuals and groups of teachers. Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals.
Naugle, Brittany	Teacher, K-12	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams.
Chavis, Christina	School Counselor	Facilitate or serve on leadership teams within the school. Facilitate alignment among individual teacher goals and school goals. Mentor and support grade level teams with students with disabilities.

## Demographic Information

### Principal start date

Thursday 7/1/2021, Cheryl Vermilye

**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.*

3

**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.*

11

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

34

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

605

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

8

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

8

### 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	110	108	101	116	90	80	0	0	0	0	0	0	0	605
Attendance below 90 percent	46	53	46	44	38	29	0	0	0	0	0	0	0	256
One or more suspensions	1	8	3	1	6	2	0	0	0	0	0	0	0	21
Course failure in ELA	3	31	38	16	17	11	0	0	0	0	0	0	0	116
Course failure in Math	3	18	20	16	19	28	0	0	0	0	0	0	0	104
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	10	12	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	10	19	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	3	31	38	16	17	11	0	0	0	0	0	0	0	116

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	3	6	4	12	2	9	0	0	0	0	0	0	0	36

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	6	8	2	10	0	0	0	0	0	0	0	0	0	26
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 8/16/2022

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	116	104	111	103	91	101	0	0	0	0	0	0	0	626
Attendance below 90 percent	23	27	20	16	20	16	0	0	0	0	0	0	0	122
One or more suspensions	11	6	1	2	10	5	0	0	0	0	0	0	0	35
Course failure in ELA	3	23	12	2	3	13	0	0	0	0	0	0	0	56
Course failure in Math	3	14	7	4	8	12	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	11	12	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	8	12	0	0	0	0	0	0	0	31
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	3	6	1	7	22	29	0	0	0	0	0	0	0	68

**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	8	12	1	3	3	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	116	104	111	103	91	101	0	0	0	0	0	0	0	626
Attendance below 90 percent	23	27	20	16	20	16	0	0	0	0	0	0	0	122
One or more suspensions	11	6	1	2	10	5	0	0	0	0	0	0	0	35
Course failure in ELA	3	23	12	2	3	13	0	0	0	0	0	0	0	56
Course failure in Math	3	14	7	4	8	12	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	11	12	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	8	12	0	0	0	0	0	0	0	31
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	3	6	1	7	22	29	0	0	0	0	0	0	0	68

**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	8	12	1	3	3	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	47%	56%				66%	50%	57%
ELA Learning Gains	58%						64%	54%	58%
ELA Lowest 25th Percentile	40%						51%	49%	53%
Math Achievement	57%	44%	50%				74%	57%	63%
Math Learning Gains	52%						72%	57%	62%
Math Lowest 25th Percentile	46%						56%	44%	51%
Science Achievement	57%	52%	59%				65%	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	66%	50%	16%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	63%	49%	14%	58%	5%
Cohort Comparison		-66%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	45%	18%	56%	7%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	56%	18%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	74%	60%	14%	64%	10%
Cohort Comparison		-74%				
05	2022					
	2019	67%	49%	18%	60%	7%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	43%	18%	53%	8%
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	30	55	42	40	50		17				
ELL	46	41		54	45						
ASN	74	77		84	83						
BLK	35	52	42	28	37	38	47				
HSP	52	59	33	55	60	55	45				
MUL	33	55		53	36						
WHT	62	56	46	65	49	42	59				
FRL	47	52	45	50	48	44	52				

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	31			36							
ELL	48			48							
ASN	88			94							
BLK	50	40		43	27		43				
HSP	55	65		55	45		68				
MUL	64			64							
WHT	63	41		75	54		60				
FRL	57	44	25	59	44	47	53				
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	41	48	25	50	67	42	73				
ELL	56	73		67	75						
ASN	100			100							
BLK	44	51	41	54	62	67	48				
HSP	67	67	56	75	69	42	70				
MUL	73			91							
WHT	72	67	64	79	75	60	69				
FRL	58	57	46	67	68	59	58				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
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	
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
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	51
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	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The performance levels of our Black/African American and more specifically Black/African American male students are performing below the targeted ESSA Federal Index as well as compared with other demographic areas. This subgroup had 35% of students demonstrating proficiency in ELA, a 15% decrease from 2021 to 2022.

Additionally, a lower than state and district average is seen in our Students with Disabilities with 30% of these students showing proficiency.

In math, 39% of Students with Disabilities and 28% of Black/African American students showed proficiency. Our Black/African American students demonstrated a 15% decrease from 2021 to 2022 in Math. Our SWDs demonstrated a 3% increase from 2021 to 2022 in Math.

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

Lowest Quartile Learning Gains in ELA showed the lowest performance. Despite being the lowest area, ELA Lowest Quartile did show an increase from 33% in 2021 to 40% in 2022.

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

A contributing factor to this being the greatest need for improvement was not having an ELA teacher in place in 4th grade from August 2021 through January 2022.

We will use targeted instruction by the ELA team with students and teachers focusing on priority standards. We will be utilizing Heggerty and the 95% group kits to close gaps and support our K-2 students and Vocabulary Surge for our 3-5 students.

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

Even though ELA Lowest Quartile gains was our lowest area it was also one of our areas that showed the most improvement along with overall ELA Gains.

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

After analysis of end-of-year outcomes, targeted groups of students were provided interventions and instructional support to increase student performance.

The contributing factors were strategic teacher changes when needed—moving a teacher from 2nd grade to 4th grade and hiring a certified teacher in January to assist with filling specific needs for the 4th-grade team.

Targeted intervention groups were put into place during WIN time along with Tutoring groups during specials. During this time students were in small groups working on specific reading skills. The Reading Coach provided support with developing lessons that addressed the priority standards.

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

Teacher table/Small group instruction- While not a new strategy had not been implemented with fidelity after the pandemic. Through direct instruction strategies and ability grouping, students receive instruction based on specific levels. Teachers will focus on students who need a more in-depth instruction model and strategies. We will be targeting Reading comprehension gaps with direct instruction strategies based on student needs. We also will provide small group tutoring to specific students. The students will receive instruction in the 95% group and Heggerty during their WIN time.

### **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.**

Small Group Instruction: PD will be provided by academic coaches and school administration. This will focus on teacher small group design and instruction, coach push-in support instruction, and academic coach pull-out instruction. In addition, follow-up observations and demonstrations will be conducted throughout the year. Teachers will also have opportunities to visit model classrooms to observe and discuss instructional best practices.

Standards Training- PD will be provided by academic coaches. It will take a deep dive into each specific grade level as well as a general look at the BEST standards which apply to all.

BEST Standards - Training on ELA and Math throughout the year

PLC - Twice weekly PLC meetings to plan and review student achievement

95% Training- PD will be provided in all the kits provided at differing levels of phonemic awareness and phonics training.

Heggerty- PD will be provided on the Heggerty kit. It will provide a very in-depth look at the instruction provided for the phonemic awareness support of our students. The Instructional Coach provided modeling and support

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

The Coach will support both teachers with strategies, planning, and instruction delivery as well as meet with small groups of students. All efforts will be to close the "pandemic gap". We also have a Math Coach and MTSS coach which was a shared position in the past.

Small group instruction will be planned with strategic placement of students according to academic need during PLCs. Progress monitoring will occur regularly and instruction will be planned accordingly.

Teachers and coaches will implement Tier 2 and Tier 3 supports and interventions with fidelity utilizing Branching Minds.

Instructional coaches will work on strategic placement of students for in-school tutoring groups.

### **Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus****Description and Rationale:**

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

Sun 'n Lake Elementary will focus on differentiating instruction in order to increase student learning gains and proficiency levels of the lowest quartile and our Students with Disabilities subgroup. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students. If the Tier 1 instruction is rigorous, data-driven, standards-based, and student-centered, students within this subpopulation will be able to master grade-level standards.

**Measurable****Outcome:**

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

The percentage of students with disabilities achieving ELA and Math proficiency will increase from 30% in ELA and 39% in Math to 45% proficiency or higher in both.

**Monitoring:**

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

Data will be monitored, informally and formally, through common formative assessments/student checks for understanding regularly to ensure students with disabilities are making progress to reach our goal in addition to daily instructional coach and/or administrative walk-throughs. Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction, and providing targeted feedback to students on growth toward the standard (data chats).

Student data from FAST PM1 and PM2 (ELA and Math) will be monitored as well as the district Science Baseline and Math progress monitoring data throughout the year. Growth between assessments will be analyzed to lead instruction based on student needs.

Classroom walkthroughs will occur weekly (Admin, Coaches) and discuss instructional practices observed to identify strengths and areas of growth.

**Person**

**responsible for monitoring outcome:**

Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

**Evidence-based Strategy:**

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

Our campus will implement the MTSS process with fidelity to ensure that the needs of all students are being monitored closely and that adjustments to their educational plans are addressed as needed. Teachers, Support Facilitators, Instructional Coaches, and Students will be aware of goals set every 9 weeks.

Teachers, support facilitators, and instructional coaches will meet for PLCs twice weekly. Instructional coaches and/or admin will facilitate and assist with following the steps in the PLC model. Student data and work samples will be used during PLCs in order to lead instruction.

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

Implementation of an effective MTSS program creates a proactive approach to the situation that prevents at-risk students from receiving intervention sooner versus later. While the interventions are taking place, school staff monitors any progress that these students are making towards proficiency of grade-level standards. Consistent progress monitoring techniques provide information that allows teachers to better evaluate student needs and match instruction, resources, and interventions appropriately. MTSS also encourages better collaboration between teachers and families as families are key stakeholders in their child's educational success.

**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.

Melinda Freeland is our MTSS Coach and expert interventionist. She will support teachers in their understanding and implementation of MTSS with fidelity. This will include coaching teachers on collecting and analyzing data both formally and informally. The use of Branching Minds intervention system, progress monitoring in order to best support students during all tiers of instruction. Regularly facilitating MTSS meetings with teachers and content specialists to monitor student progress, and identify and problem solving to align appropriate resources to support students. She is knowledgeable about the various diagnostic tools, materials and strategies to support students.

**Person Responsible**

Melinda Freeland (freelanm@highlands.k12.fl.us)

Teachers will conduct data chats with students on a monthly basis. Teachers will support students in setting appropriate goals and monitoring data towards these goals. Teachers will document these monthly student data chats by summarizing the information discussed on the summary sheets in Branching Minds. These summary sheets will be reviewed by the leadership team and the school administrators.

**Person Responsible**

Melinda Freeland (freelanm@highlands.k12.fl)

**#2. ESSA Subgroup specifically relating to Black/African-American****Area of Focus****Description and Rationale:**

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

Sun 'n Lake Elementary will focus on differentiating instruction in order to increase student learning gains and proficiency levels for Black/African American Students. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students. If the instruction is rigorous, data-driven, standards-based, and student-centered, students within this subpopulation will be able to master grade-level standards.

**Measurable****Outcome:**

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

The percentage of Black/African-American students achieving ELA and Math proficiency will increase from 28% in Math and 35% in ELA to 45% proficiency or higher.

**Monitoring:**

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

Data will be monitored, informally and formally, through common formative assessments/student checks for understanding regularly to ensure all students, including this sub-group are making progress to reach our goal in addition to daily instructional coach and/or administrative walk-throughs. Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction, and providing targeted feedback to students on growth toward the standard (data chats).

**Person responsible for monitoring outcome:**

Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

**Evidence-based Strategy:**

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

Our campus will implement the standards-based curriculum with fidelity to ensure that the needs of all students are being monitored closely and that adjustments to their educational plans are addressed as needed. Teachers, Support Facilitators, Instructional Coaches and Administrators will meet regularly for PLC to address instructional goals for students aligned to curriculum and standards.

Tier 1 and Tier 2 interventions utilizing research-based interventions determined by Branching Minds and the MTSS team with fidelity to target specific student needs.

**Rationale for Evidence-based Strategy:**

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

The data shows that PLCs are not operating consistently at a high level on the 7 stages rubric and formative assessment data. To identify inconsistencies within the curriculum within the core content areas, teachers, coaches, along with the admin will plan, and review data and instructional resources for student learning each week. Student achievement is positively impacted when effective PLC groups regularly meet with a focus on student learning as the central theme.

Tiering students identifies strengths and areas of improvement for students. Utilizing research-based interventions with fidelity will assist in closing gaps

between student subgroups with targeted instruction and strategies to support their learning, improve standards mastery, and meet grade level expectations.

### 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.

PLC groups meet twice weekly, Tuesday and Thursday, for 45 minutes during the protected time to discuss standards-based instruction and student achievement. Meetings are focused on standards alignment, curriculum implementation and instructional strategies learned during professional development.

Tiering students will begin during the first month of the school year and adjust according to data gathered throughout the school year during progress monitoring. Staff will be identified and scheduled to offer support and remediation to Tier 2 and Tier 3 students. Progress monitoring of interventions will be tracked through the use of Branching Minds by the classroom teacher and staff supplying remediation.

**Person Responsible** Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Evaluating administrators will participate in PLC meetings ensuring quality and gradually release responsibility to the groups.

The administration and the instructional coaches will facilitate the implementation of the new curriculum with

fidelity in classrooms via observations and classroom walk-throughs, while providing meaningful feedback and coaching to enhance best teaching practices.

Coaches and administration will build instructional capacity of teachers by offering tiered/differentiated support of teachers. Coaches and administration will highlight model classrooms with best instructional practices and learning environments. Schedules will be created to allow for applicable teachers to observe these classrooms.

**Person Responsible** Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Facilitate PLCs to ensure teachers are focused on the instructional model, utilizing the IPG and instructional best practices in planning, and aligning questioning/assessments to the benchmark being taught.

**Person Responsible** LaNita Roth (rothl@highlands.k12.fl.us)

Create tutoring and additional small group schedule specifically focusing on students within the Black/African American subgroup.

**Person Responsible** Melinda Freeland (freelanm@highlands.k12.fl.us)

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

**Person Responsible** Melinda Freeland (freelanm@highlands.k12.fl.us)

Identify students within this subgroup requiring additional support and review student assessment data during PLCs.

**Person Responsible** Melinda Freeland (freelanm@highlands.k12.fl.us)

**#3. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus**

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

Three out of six grade levels were functioning at a Stage 5 or higher as indicated on the End of Year PLC survey completed by teams in April 2022. Multiple staff changes to grade levels, new hires, and long term substitute teachers have impacted the progress teams had experienced throughout the 2021-2022 school year. New math standards, textbooks, and state assessments have also impacted the PLC stages as teachers collaborate to make decisions around curriculum, assessment, and/or instruction. The PLC model will need to be solidified with new personnel and changes to teams in order to reach a Stage 5 or higher on the SBHC Seven Stages of a PLC.

**Measurable****Outcome:**

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

Five out of six grade levels will function at Stage 5 or higher as indicated on the SBHC Seven Stages of a PLC by the end of the 2022-2023 school year.

**Monitoring:**

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

Teams will complete a Beginning/Middle/End of Year PLC self-assessment identifying their current Stage on the SBHC Seven Stages of a PLC.  
Instructional coaches and administrators will participate in PLCs and facilitate for teams needing additional support.  
Teams will complete a PLC template identifying data and goals discussed.

**Person responsible for monitoring outcome:**

Jessica Lowe (lowej2@highlands.k12.fl.us)

**Evidence-based****Strategy:**

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

Instructional coaches and administrators will implement a Professional Collaboration Model.  
Instructional coaches and administrators will conduct PLC training for each grade level and discuss/analyze current stages of implementation.  
Teams will complete a Beginning of Year PLC self-assessment identifying their current Stage on the SBHC Seven Stages of a PLC.  
Teachers will be active members of a PLC by having specific roles.  
Teachers will analyze and discuss student data weekly at PLC.  
The teacher will follow the model of effective PLC to reach a higher stage of functioning.

**Rationale for Evidence-based Strategy:** Explain the

Collaborating as a team during PLCs shift the focus from teaching to learning. Teachers spend time looking at and dissecting student work and analyzing the strengths and areas of improvement for each student. Teachers will focus on designing lessons that directly impact student learning as indicated through student achievement data and work samples.

**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.

Administrators will meet weekly with academic coaches to debrief and collaborate on walk-throughs and PLC from the pervious week. Strengths and weaknesses will be identified and goals set for the following week.

**Person Responsible** Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Facilitate PLCs to ensure teachers are focused on the instructional model, utilizing the IPG and instructional best practices in planning, and aligning questioning/assessments to the benchmark being taught.

**Person Responsible** LaNita Roth (rothl@highlands.k12.fl.us)

Ensure instructional outcomes are aligned to the benchmarks and support student learning to the depth of the standard through walk-through observations.

**Person Responsible** Jessica Lowe (lowej2@highlands.k12.fl.us)

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

**Person Responsible** Melinda Freeland (freelanm@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**

For the 2223 school year, we will monitor fidelity of Tier 1 instruction in K-2 specifically focusing on Foundational Reading skills and teaching students to use reading comprehension strategies through gradual release of responsibility. Grade level teams will participate in a PLC twice a week, every other week, with our literacy coach to plan lessons, review and analyze data, and determine next steps for enrichment and intervention.

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

3rd grade Reading was 52% below for level 3 in 2022.

For the 2223 School Year, we will use targeted tutoring, and teacher and student ownership with Active Reading Strategies in Reading/ELA and across the curriculum (as reading enables access to all content areas.)

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

By the end of the 2223 school year, 60% of K-2 students will demonstrate proficiency on the STAR Early Literacy and STAR Reading assessments for PM3.

**Grades 3-5: Measureable Outcome(s)**

By the end of the 2223 school year, students in grades 3-5 will increase proficiency in ELA from 54% on the 2122 FSA to 60% 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.

The literacy coach, MTSS coach, and administrative team will monitor the progress towards the desired outcome for this area of focus. PLCs in ELA will be facilitated two days a week, every other week, by the literacy coach to assist with lesson planning and ensure the fidelity of the instructional model, instructional strategies being used during the lesson, and that questioning and assessments are aligned with the benchmarks. Administrators will conduct classroom observations and provide timely, specific feedback including next steps.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Roth, LaNita, rothl@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?

**Tier 1:**

Amplify CKLA, Florida

Amplify Computerized Instruction

Differentiated Instruction

Flexible Grouping

Active Student Engagement

Classroom Behavior Strategies (PBIS)

Targeted, direct instruction in vocabulary, sentence comprehension, text structures, background knowledge and inferencing through trade books aligned to domains of knowledge.

95% Group Advanced Phonics Lesson Library

Readworks

**Tier 1 Monitored:**

mClass/DIBELS

STAR Early Literacy/Reading

FAST

Formative Assessments

Classroom observation

Unit assessments

**Tier 2:**

All Tier 1 Supports

Small group (students with common deficits) instruction with teacher or support personnel  
95% Group Phonics Chip Kits, Vocabulary Surge, Basic Phonics Lesson Library  
FCRR phonological/phonemic awareness/reading comprehension  
Heggerty phonemic awareness  
Learning Ally

Tier 2 Monitored:  
Formative checks  
DIBELS biweekly-monthly progress monitoring

Tier 3:  
All Tier 1 and 2 Supports  
Targeted Tutoring based on individualized need  
Small student-teacher ratios  
Instruction with reading endorsed personnel  
Explicit instruction in text structure to comprehend, learn, and remember the content

Tier 3 Monitored:  
DIBELS biweekly  
aimswebPlus progress monitoring

#### **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 WWC Practice Guide, the Tier 1, 2, and 3 strategies we plan to implement are of moderate or strong evidence. Utilizing these programs and practices with fidelity will strengthen phonological and phonemic awareness, fluency, and reading comprehension skills in order to increase reading proficiency in grades K-5.

#### **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
<p>Literacy Leadership -</p> <p>Develop literacy leadership team</p> <p>Provide common planning time for grade level teams</p> <p>Model PLC expectations for planning</p> <p>Collaborate with coaches and commit to weekly walkthroughs with literacy coach</p>	<p>Roth, LaNita, rothl@highlands.k12.fl.us</p>
<p>Literacy Coaching -</p> <p>Literacy coach facilitates PLCs every other week to support teachers in creating an effective model of instruction</p> <p>Literacy coach and MTSS coach assist with Tier 2 and Tier 3 instructional supports</p>	<p>Freeland, Melinda, freelanm@highlands.k12.fl.us</p>
<p>Assessment -</p> <p>Instructional coaches will facilitate PLCs</p> <p>Instructional coaches and admin will provide modeling for creation of common formative assessments aligned to the benchmarks</p> <p>Grade level teams will review and analyze student data from assessments during PLCs to drive instruction</p>	<p>Roth, LaNita, rothl@highlands.k12.fl.us</p>
<p>Professional Learning -</p> <p>Provide professional development focused on:</p> <p>Models of Effective Instruction</p> <p>PLC Model</p> <p>Cooperative Learning (Kagan)</p> <p>B.E.S.T.</p> <p>Curriculum/Planning</p> <p>Formative Assessment</p> <p>MTSS - including Branching Minds platform</p>	<p>Lowe, Jessica, lowej2@highlands.k12.fl.us</p>

## 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.

Our school motto for this year is, "One Team. One Hive. Where All Students Thrive." We will promote positive relationships and family engagement throughout the year utilizing technology, such as Google Classroom and Bloomz, to support student success. We will promote a positive school culture and learning environment through PBIS initiatives, Character Trait of the Month, Growth Mindset, and Classbuilding/ Teambuilding activities.

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

Internal stakeholders include teachers, students, families of students, and school staff members. Stakeholders are involved in decision making and promoting a positive school culture and environment by participating in PTO, SAC, family nights, and communicating concerns through climate surveys. Community and business partners assist with increasing parent participation in after school activities while advertising for local businesses. Community and school partners contribute to student and teacher incentives, as well as supporting students and families in need.