Haines City Senior High School

2022-23 Schoolwide Improvement Plan

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Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

http://www.hainescityhighschool.com/

Demographics

Principal: Brad Tarver

Start Date for this Principal: 6/28/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (46%) 2017-18: C (48%)
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 Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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)
High School PK, 9-12	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	89%

School Grades History

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

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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.

Haines City High School provides a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

Positive Behavior Interventions and Supports (PBIS) Mission
Haines City High School's PBIS team promotes a high-quality learning environment for the students and staff by teaching, modeling, and reinforcing positive behavior.

Provide the school's vision statement.

All students of Hornet Nation will serve as productive and responsible citizens and be prepared to enter the work force, the military, or a post-secondary institution upon graduation.

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
Lane, Adam	Principal	
Rios, Christina	Assistant Principal	
McDaniel, Alfonso	Assistant Principal	
Hutchinson, Eric	Assistant Principal	
Shick, Jason	Assistant Principal	
Young, Crystal	Assistant Principal	
Riviere, Hayley	Reading Coach	
Rivera, Igdelia	Other	

Demographic Information

Principal start date
Tuesday 6/28/2016, Brad Tarver

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.*
1

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.*
35

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

2,930

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

23

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

37

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	0	0	0	0	0	0	0	0	0	836	756	718	565	2875
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	179	146	163	112	600
One or more suspensions	0	0	0	0	0	0	0	0	0	248	122	97	58	525
Course failure in ELA	0	0	0	0	0	0	0	0	0	88	206	129	92	515
Course failure in Math	0	0	0	0	0	0	0	0	0	62	42	33	32	169
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	366	303	325	195	1189
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	316	211	206	126	859
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	509	328	467	263	1567

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	218	241	212	141	812

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	84	83	60	19	246
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	56	39	11	118

Date this data was collected or last updated

Tuesday 6/28/2022

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	0	0	0	0	0	0	0	0	867	783	624	554	2828
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	251	198	147	0	596
One or more suspensions	0	0	0	0	0	0	0	0	0	146	80	53	0	279
Course failure in ELA	0	0	0	0	0	0	0	0	0	268	131	94	0	493
Course failure in Math	0	0	0	0	0	0	0	0	0	20	26	45	0	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	187	202	148	137	674
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	177	86	230	76	569
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	461	353	267	0	1081
	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	
	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	0	0	0	0	0	499	385	206	0	1090

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	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	0	0	0	0	0	0	0	0	0	867	783	624	554	2828
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	251	198	147	0	596
One or more suspensions	0	0	0	0	0	0	0	0	0	146	80	53	0	279
Course failure in ELA	0	0	0	0	0	0	0	0	0	268	131	94	0	493
Course failure in Math	0	0	0	0	0	0	0	0	0	20	26	45	0	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	187	202	148	137	674
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	177	86	230	76	569
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	461	353	267	0	1081
	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	
	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	0	0	0	0	0	499	385	206	0	1090

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	0	0	0	3	7	10	6	26

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	34%	41%	51%				41%	47%	56%
ELA Learning Gains	39%						47%	46%	51%
ELA Lowest 25th Percentile	35%						35%	37%	42%
Math Achievement	20%	35%	38%				29%	43%	51%
Math Learning Gains	37%						35%	45%	48%
Math Lowest 25th Percentile	46%						36%	44%	45%
Science Achievement	49%	26%	40%				50%	58%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	56%	39%	48%				57%	61%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	54%	-6%	67%	-19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	57%	-3%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	50%	-32%	61%	-43%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	53%	-19%	57%	-23%

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	15	37	38	9	33	37	24	31		72	19
ELL	11	28	26	10	36	42	35	37		78	31
ASN	86	75		73	43		86	80			
BLK	33	43	47	17	35	46	45	50		91	46
HSP	29	36	30	17	37	46	45	53		83	48
MUL	61	57		44	55			53			
WHT	41	37	32	33	43	37	67	73		82	44
FRL	28	37	34	16	36	45	44	50		86	45
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	12	32	34	6	19	26	24	24		76	15
ELL	11	28	29	5	13	20	28	24		80	48
ASN	82	86		33			76	65		100	83
BLK	26	35	34	11	20	26	40	41		92	57
HSP	29	36	33	9	15	21	54	44		87	52
MUL	55	45		27	14						
WHT	57	51	41	21	18	27	64	66		86	65
FRL	26	36	36	9	16	24	46	42		86	49
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	34	30	19	28	40	31	45		63	26
ELL	11	35	36	17	36	47	23	28		73	34
AMI	50									80	
ASN	84	59		60			91	92		91	85
BLK	38	44	33	22	29	32	43	48		81	45
HSP	39	48	36	26	33	34	44	52		85	42
MUL	28	24		27			60				
WHT	48	46	34	49	44	50	74	78		81	60
FRL	36	43	35	25	32	33	43	50		82	44

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	44
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	33
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	74
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41

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	54
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	49
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	41
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?

ELL, SWD, and Multiracial students are consistently our lowest performing students on district and state assessments

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

Algebra 1 and Geometry

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

Double back late buses, students entering significantly below grade level, and student apathy towards graded work all contributed to this area of improvement. We are piloting a late work policy and a Freshman Transition program where we educate the freshmen about credits in chunks at relevant intervals throughout the year.

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

Math learning gains for the bottom quartile.

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

Teachers met during common planning and focused their instruction on the standards, as well as task alignment.

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

Breaking down the new benchmarks and working to align tasks to the new benchmarks.

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.

Teachers, coaches, and administrators will work collaboratively to breakdown new benchmarks into objectives based on district and state created resources. This will be an on-going process, and the learning will continue to evolve throughout the school year.

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

Departments will continue to meet to modify instruction and aligned tasks to ensure the needs of each new group of students are met.

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 English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our three previous years of state assessment data shows that our ELL subgroup ESSA score has been below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	LY students will have a 1 percent proficiency increase on ELA and/or Algebra state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency.
Person responsible for monitoring outcome:	Christina Rios (christina.rios@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ESOL teachers and paraeduators will be providing classroom supports in all tested subjects. Students who no longer qualify for intensive ESOL services will be moved to the monitoring stage of the ESOL program based on teacher input and WIDA data, when available. The Literacy/Math coaches and Department Chairs will attend district and regional conferences and trainings throughout the year (when available) to ensure rigor and supports are built into instructional plans. ESOL teachers will attend common planning meetings to help plan for appropriate scaffolds, accommodations, and content vocabulary instruction.
Rationale for Evidence-based Strategy: Explain the	Students demonstrate needs for additional ESOL supports outside English and Reading. Therefore, we allocate units to address these needs. We have a bilingual English I/II teacher to teach the ESOL English I/II classes, which frees up availability for our English ESOL support teachers to branch out and help in Math and History. We have assigned an ESOL teacher to the Algebra I and US History teams for language support, so that

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	will free up paras from needing to provide language assistance in those classes so they can focus on other non-tested courses where support is needed. The ESOL teachers participate the planning process on a weekly basis.

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.

1. perform classroom needs-assessment
2. create fluid support-staff (teacher and para) schedules to support student needs
3. Literacy/Math Coaches offer PD and collaborative planning opportunities to build capacity between content and language teachers
4. monitor achievement data for progress
5. exit qualifying students in a timely manner
6. document ESOL supports for compliance and communication
7. provide collaborative planning throughout the year/summer to create and monitor literacy support
8. ESOL teachers participate in common planning meetings
9. provide extended learning opportunities throughout the year for all core content areas
10. admin monitor support-teachers using SWT
*additional supports
media para provides extra literacy support and helps locate resources
network para ensures laptop carts are available when applicable
computer lab para keeps track of, administers, and ensures language accommodation materials are delivered to appropriate computer lab locations & cares-for instructional technology

Person Responsible	Adam Lane (adam.lane@polk-fl.net)

#2. 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.	Our SWD subgroup ESSA score has been below 41% for the past three years of state assessment data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	LY students will have a 1 percent proficiency increase on ELA and/or Algebra state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency.
Person responsible for monitoring outcome:	Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We are refining our support facilitation model as we complete our transition from a consultation model. This will also refine curriculum and strategies used in our Learning Strategies classes. This course is a repeatable elective for those SWD who have been identified as needing extra support in their IEP. Instructional Coaches and Department chairs will attend district and regional trainings (as available) throughout the year to ensure rigor and supports are built into instructional plans.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The consult model provided limited time for ESE teachers to have enough impact on their lower-level students and to provide the academic support when it was most beneficial. This was reflected in the students' grades and test scores.

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.

1. IEPs were revised to address student academic, behavioral, and independent functioning needs (Learning Strats)
2. ESE teachers worked with guidance to schedule the students appropriately, in the least restrictive environment
3. Students on track for an Access Point diploma are participating in gen ed electives to provide a more inclusive learning environment
4. Consult teachers were given schedules to push into core classes to provide academic support
5. Consult teachers were given schedules to teach Learning Strats
6. Support Facilitation teachers participate in collaborative planning throughout the year to create and monitor literacy support for subgroup
7. Provide extended learning opportunities throughout the school year and summer for all core content areas

*additional supports

media para provides/locates lexile-appropriate resources

network para keeps track of, preplaces, and ensures laptop cars are available to provide accommodations

behavior interventionist and guidance counselors provide support for social/emotional learning during transition periods

Person Responsible   Adam Lane (adam.lane@polk-fl.net)

#3. 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.	Focusing on standards-aligned instruction is a district focus this year, and we want to hone in on this on our campus as well to ensure all core areas are delivering accurate, grade-level instruction based on the benchmarks from the state
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All state-tested areas will see an increase of +3 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The instructional coaches and admin will work with teachers during planning to break down state benchmarks and to create standards-based lesson plans. They will also conduct standards-based walk throughs to monitor for implementation and validity of the delivery of content that is aligned to the benchmarks.
Person responsible for monitoring outcome:	Adam Lane (adam.lane@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will meet with instructional coaches and administrators to break down the benchmarks into smaller objectives to ensure all content delivered is getting to the heart of the intent of the benchmark.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By breaking down the benchmarks into common objectives, teachers will have a uniform understanding of what is being asked of them to teach, and they are able to plan for grade-level instruction first, and scaffolding for remediation second.

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.

Teachers will be divided into accountability groups, which are administrator-specific.

Person Responsible	Adam Lane (adam.lane@polk-fl.net)

Accountability administrators, instructional coaches, and department chairs meet with the principal to discuss areas of strengths and weaknesses.

Person Responsible	Adam Lane (adam.lane@polk-fl.net)

Accountability administrators, instructional coaches, and core content areas meet for to lay the foundation of the purpose of common planning for the school year.

Person Responsible	Adam Lane (adam.lane@polk-fl.net)

Accountability administrators and instructional coaches train core content areas on the arc framework.

Person Responsible	Adam Lane (adam.lane@polk-fl.net)

Accountability administrators lead core content areas and instructional coaches in completing the arc and using the tool to create standards-aligned instruction.

Person Responsible   Adam Lane (adam.lane@polk-fl.net)

Accountability administrators and instructional coaches complete standards-based walkthroughs to track implementation of standards-based instruction and tasks.

Person Responsible   Adam Lane (adam.lane@polk-fl.net)

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

n/a

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

n/a

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)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

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.

n/a

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

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?

n/a

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?

n/a

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

n/a

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.

Haines City has implemented PBIS for the past 7 years and has seen a tremendous shift in the school culture. By teaching and reinforcing positive behavior as well as teachers actively seeking to build healthy relationships with students, our students look forward to coming to school and working both their academic classes as well as in their extracurricular activities.
With the Hornet Bucks they receive for meeting school/classroom expectations, students purchase school swag, tickets to events, raffle tickets for pizza with the principal, and more. Especially when it comes to participating in events, the school store always runs out of tickets before running out of interested students. Teachers are also standing at their doorways between classes to both greet their students and watch for inappropriate behavior in the hallways. This further helps to strengthen relationships because the students know that every adult on campus is actively working to keep them safe.

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

Administrators - meeting with all other stakeholders to make sure all voices are heard and overseeing the implementation of the various methods to promote a positive school culture and environment
Support Staff - works with admin to host the events and implement the safety procedures that help build the school's culture and environment
Teachers - teaches and reinforces the school's culture and expectations
Guidance Counselors - reinforces the school's culture and expectations and works with parents to teach them how they can be more involved in their student's education and the campus in general
Parents - reinforce school expectations at home and participate in school events to increase their

involvement in their student's education

Local Businesses - donate items to help facilitate events for PBIS

Students - participate in vocalizing student interest in rewards/items for the school store, as well as student opinions on the various pressing matters on campus