

Bay District Schools

Hiland Park Elementary School



2022-23 Schoolwide Improvement Plan

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Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

Demographics

Principal: Fa IR Cloth Ilea

Start Date for this Principal: 6/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (46%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 Bay 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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Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

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	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

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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.

Every Child, Every Day!

The mission of Hiland Park Elementary is to develop the whole child by empowering leaders and creating an atmosphere of excellence and happiness.

Each day, our students recite our LEAD Pledge. At Hiland Park Elementary we are:

Learning Together

Empowering Others

Achieving Goals

Discovering Our Potential

Updated Summer 2022

Provide the school's vision statement.

Our vision is to prepare lifelong learners to be productive members of society and to own their future.
#HPELeads

Updated Summer 2022

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
Faircloth, Ilea	Principal	<p>As the principal, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As administrators, it is our responsibility to guide conversations about data and curriculum content, engage all stakeholders, and provide shared leadership opportunities.</p>
Johnson, Erica	Assistant Principal	<p>As assistant principal, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As administrators, it is our responsibility to guide conversations about data and curriculum content, engage all stakeholders, and provide shared leadership opportunities.</p>
McNeal, Jaclyn	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Anderson, Serenity	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Scola, Gigi	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Baggett, Melanie	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and</p>

Name	Position Title	Job Duties and Responsibilities
		curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Heck, Katie	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Davis, Kristal	Teacher, ESE	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Gibson, Gloria	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>
Breland, Steve	Teacher, K-12	<p>As a teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students.</p> <p>As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.</p>

Demographic Information

Principal start date

Saturday 6/1/2019, Fa IR Cloth Ilea

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

2

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

4

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

603

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.

14

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	105	102	70	83	76	96	0	0	0	0	0	0	0	532
Attendance below 90 percent	18	28	17	20	20	22	0	0	0	0	0	0	0	125
One or more suspensions	14	9	8	12	4	29	0	0	0	0	0	0	0	76
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	15	33	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	18	32	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	8	10	9	5	4	2	0	0	0	0	0	0	0	38

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	3	5	6	8	29	0	0	0	0	0	0	0	54

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	7	3	1	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/13/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	104	69	81	76	99	0	0	0	0	0	0	0	529
Attendance below 90 percent	39	34	22	28	32	24	0	0	0	0	0	0	0	179
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	2	4	8	1	0	0	0	0	0	0	0	0	15
Course failure in Math	0	0	4	3	2	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	33	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	18	32	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	2	9	12	10	6	6	0	0	0	0	0	0	0	45

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	1	4	6	11	14	0	0	0	0	0	0	0	36

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	7	3	1	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	104	69	81	76	99	0	0	0	0	0	0	0	529
Attendance below 90 percent	39	34	22	28	32	24	0	0	0	0	0	0	0	179
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	2	4	8	1	0	0	0	0	0	0	0	0	15
Course failure in Math	0	0	4	3	2	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	33	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	18	32	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	2	9	12	10	6	6	0	0	0	0	0	0	0	45

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	1	4	6	11	14	0	0	0	0	0	0	0	36

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	7	3	1	3	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	51%	56%				43%	55%	57%
ELA Learning Gains	55%						52%	59%	58%
ELA Lowest 25th Percentile	60%						62%	57%	53%
Math Achievement	40%	48%	50%				44%	56%	63%
Math Learning Gains	44%						46%	54%	62%
Math Lowest 25th Percentile	39%						32%	42%	51%
Science Achievement	36%	50%	59%				41%	53%	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	47%	61%	-14%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	43%	58%	-15%	58%	-15%
Cohort Comparison		-47%				
05	2022					
	2019	39%	56%	-17%	56%	-17%
Cohort Comparison		-43%				

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	48%	62%	-14%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	48%	59%	-11%	64%	-16%
Cohort Comparison		-48%				
05	2022					
	2019	30%	54%	-24%	60%	-30%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	54%	-19%	53%	-18%
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	14	34	41	8	31	47	18				
ELL	11	54		28	36		18				
BLK	33	48		31	30	25	26				
HSP	41	65		36	33		21				
MUL	40	36		36	40						
WHT	55	60	64	42	49	64	43				
FRL	41	50	65	34	40	41	29				
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	16	38	42	18	44		10				
ELL	13	20		20	40						
BLK	22	33		19	40						
HSP	24	38		32	54		27				
MUL	31			43							
WHT	45	18		50	46		47				
FRL	32	31	60	35	46		38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	39		15	32	23	29				
ELL	40			40							
BLK	20	39	67	20	28	38	15				
HSP	50	75		43	58						
MUL	44	36		39	29						
WHT	51	56	53	54	54	27	51				
FRL	41	50	58	42	45	38	36				

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)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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	
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	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	43
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?

It is evident that ELA significantly improved and math declined. The goal for 2022-2023 is to focus equally on quality, systemic instruction with feedback to both teachers and teacher to students while being data-driven.

In ELA Achievement (+10), ELA Learning Gains (+29), ELA Lowest 25% (+13) for a total gain of 52% in ELA.

In Math Achievement (-3), Math Learning Gains (-3), Math Lowest 25% (-30) for a total loss of 39% in math overall.

Science Achievement increased by 1%.

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

Math in all areas, specifically math Lowest 25% stands out with a 30% drop. (See above).

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

With a new ELA program implementation (HMH) our teachers were focused on learning a new curriculum in addition to progress monitoring of learning iReady. We as a school and district won't be adding new curriculum, however, we will be learning the BEST Standards Grades K-5 as well as how to use the STAR/FAST to drive instruction while triangulating with iReady, classroom assessments, and other formative qualitative observations of students.

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

ELA in all areas. (See above)

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

With a new ELA program implementation (HMH) our teachers were focused on learning a new curriculum in addition to progress monitoring of learning iReady.

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

Continuing with "just in time" support and use of triangulating data in conjunction with strategic identification of students to provide after-school tutoring.

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.

Hiland Park will participate in using available resources provided by Just Read Florida! (Paula Ellis, our assigned coach) to partner with and help us grow in the area of reading.

Math will be supported by BDS Liaisons who will work directly with the BDS Math Team as often as meetings are scheduled. Hiland Park will also be focusing PLC work with intent and purpose using a PLC Template developed by Ilea Faircloth, Principal and TNT. Admin participation in weekly PLCs and having a standards-based focus will support both teachers and leaders alike.

Principal, Ilea Faircloth will be working closely with her BDS Cord to be provided direction and support in addition to weekly Elementary Principal Meetings.

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

Leadership/LightHouse and Action Teams will be utilized to synergize and build the capacity of all members in the building.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Rigorous Instruction (PLCs, Intervention, Feedback, Support)- Learning gains for all
Include a rationale that explains how it was identified as a critical need from the data reviewed.	As data indicates, HPE is a C with many components being under the desired 62% of points. We will focus on rigorous instruction to increase every category relating to proficiency and learning gains in both reading and math. Additionally this year, we will continue to integrate acceleration into our practice from coaching insights from TNTP (from the 2020-2021 school year).

Measurable Outcome:

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

Hiland Park Elementary will increase all components to at least 62% of the points possible in order to become an A school as described by the FDOE School Grade Process. .

Monitoring:

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

Participating in PLCs, CWTs and analyzing iReady data to drive instruction.

Person responsible for monitoring outcome:

Ilea Faircloth (faircim@bay.k12.fl.us)

Evidence-based

Strategy:

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

PLCs will focus on planning and preparation of BDS Pacing Guides while administration focuses on providing regular feedback and support through strategic coaching and Classroom Walk Throughs (CWTs).

Rationale for Evidence-based Strategy:

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

John Hattie identified feedback had an effect size of .70, teacher clarity .75, formative evaluation .45, and collective teacher efficacy at 1.57. With administration participating in PLCs and providing CWT feedback regularly we look to see increases in rigorous instruction paired with acceleration.

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. PLCs meeting regularly for planning and preparation of BDS Pacing Guides (Admin joining weekly on Tuesday)

Person Responsible Ilela Faircloth (faircim@bay.k12.fl.us)

2. Strategic intervention for ELA and Math

Person Responsible Ilela Faircloth (faircim@bay.k12.fl.us)

3. CWT Feedback regularly by admin (dates already on calendar and system in place to make it happen)

Person Responsible Ilela Faircloth (faircim@bay.k12.fl.us)

4. Support of strategic coaching when identified

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

5. Consistent support of students with disabilities within the inclusive classroom setting.

Person Responsible Kristal Davis (adcockl@bay.k12.fl.us)

6. Teachers have a professional WIG in addition to personal WIG.

Person Responsible Erica Johnson (johnsem1@bay.k12.fl.us)

7. Students have an academic WIG for both ELA and Math.

Person Responsible Erica Johnson (johnsem1@bay.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus

Description and Rationale:

ELA/Math Lowest Quartile/Subgroups (SWD, Black, Multiracial) Students

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

As data indicates, HPE is working to identify students by name and need in order to increase school grade categories for the lowest quartile and also address the needs of the following subgroups: SWD, Black, Multiracial.

Measurable Outcome:

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

Hiland Park Elementary will increase math lowest quartile from 46 to 62 (16 percentage points) and maintain ELA lowest quartile gains at 62%. Subgroups (SWD, Black, Multiracial) identified within that category will also increase.

Monitoring:

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

iReady data and MTSS Universal Spreadsheet

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Students will continue to track their own goals using our WIGs (Wildly Important Goals) at the school, grade, and student levels. Teachers will keep track all students using the MTSS Universal Spreadsheet where students will be discussed regularly in PLC meetings and monthly MTSS Leadership meetings. Additionally, teachers will complete Data Chat forms to drive trimester data chats.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

According to John Hattie author of "Visible Learning", he identified self-reported grades had an effect of 1.33 and feedback had an effect size of .70.

Describe the resources/criteria used for selecting this strategy.

When students have ownership of their own learning they have buy-in and ownership. Feedback to both students and teachers also has a significant impact on outcomes.

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. WIGs (School, grade, student) ELA and Math (See Section 2: 1f for the definition of WIG)

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

2. Teacher tracking students using MTSS Universal Spreadsheet

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

3. Data Chats each trimester after iReady administration with admin and students.

Person Responsible Ilea Faircloth (faircim@bay.k12.fl.us)

#3. Positive Culture and Environment specifically relating to behavior

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

Behavior (Leader in Me/House System/PBIS Revitalization)

As data indicates, the past 3 years Hiland Park has had 1019 referrals (2016), 1026 (2017), and 426 (2018). In 2019, Hiland Park had 179 discipline referrals.

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

Hiland Park Elementary will continue to decrease the number of discipline referrals in order to maintain instructional momentum.

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

Dojo Leadership House Points
Referrals (Suspensions: ISS/OSS)

Person responsible for monitoring outcome:

Erica Johnson (johnsem1@bay.k12.fl.us)

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

Leader in Me Core Behavior Program, implementation of Ron Clark House System, and discussing behavior data regularly.

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

Marzano identified rules and procedures had an effect size of .76, disciplinary interventions had an effect size of .91, and teacher-student relationships had an effect of .87.

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. Implementation and support of Hiland Park's Mental Health Triad team. These 3 individuals will be providing support for behavior and student mental health daily. Use of Masters and Licensed level personnel to support students within the classroom setting and small-group where appropriate. Use of Promise Room and Calm Down space are additional layers of support.

Person Responsible

Erica Johnson (johnsem1@bay.k12.fl.us)

2. Leader in Me as core program

Person Responsible

Erica Johnson (johnsem1@bay.k12.fl.us)

3. House System and celebrations

Person Responsible

Erica Johnson (johnsem1@bay.k12.fl.us)

4. Use of morning meeting to support Leader in Me

Person Responsible

Erica Johnson (johnsem1@bay.k12.fl.us)

5. Integration of "Proactive Place" in every classroom (Calm Down Bucket)

Person Responsible

Erica Johnson (johnsem1@bay.k12.fl.us)

6. Monthly meeting of CARE and MTSS Leadership to discuss students with behavioral concerns

Person Responsible

Erica Johnson (johnsem1@bay.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

Based on the Spring iReady Diagnostic Assessment, the mean grade level range:

In Kindergarten, Kindergarten students scored a mean of 388 on the iReady Spring Diagnostic. This was a dramatic increase from the mean score of 335 at the beginning of the school year.

In 1st Grade, 1st Grade students scored a mean of 442 on the iReady Spring Diagnostic. This was an increase from the mean score of 400 at the beginning of the school year.

In 2nd Grade, 2nd Grade students scored a mean of 485 on the iReady Spring Diagnostic. This was an increase from the mean score of 433 at the beginning of the school year.

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

Based on the 2022 FSA ELA data, 45% of students in the third grade, 52% of students in the fourth grade, and 41% of students in the fifth grade are performing below grade level.

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)

At the end of the 22-23 school year K-2 students will participate in 2023 Spring Florida Progress Monitoring FAST-STAR Assessments at least 55% of the students in K-2 will demonstrate grade-level proficiency.

Grades 3-5: Measureable Outcome(s)

At the end of the 22-23 school year 3rd-5th students will participate in 2023 Spring Florida Progress Monitoring FAST-STAR Assessments at least 55% of the students in 3-5 will demonstrate grade-level proficiency.

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.

Student progress will be monitored through standards-based formative and summative assessments, iReady Diagnostic Assessments, and the Florida Progress Monitoring FAST Assessments. Grade level PLCs along with school-level interventionists, coaches, and administration will conduct monthly data chats to review data and ongoing progress related to TIER I instruction along with student progress receiving TIER II and TIER III interventions.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Faircloth, Ilea, faircim@bay.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?

Bay County has adopted state-approved ELA Curriculum , HMH, which is correlated with BEST Standards. This curriculum is designed to provide quality instruction through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized standards-based activities. In addition, the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade-level texts to be accessible to all learners (ELL and ESE students).

Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions. Students will be assigned individualized lessons to address learning deficits and provide instruction on pre-requisite skills necessary to master grade-level standards.

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?

Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on Hattie's research (Visible Learning: John Hattie 2017).

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
1. All new teachers will be provided the opportunity to participate in Houghton Mifflin Harcourt training through HMH. Additionally, returning staff will receive targeted professional development facilitated by district ELA Instructional Specialists. This series of training will guide teachers in the implementation of the standards-based curriculum. Our Literacy Regional Director will also provide professional development and resources to address particular areas of need based on progress monitoring data.	Faircloth, Ilea, faircim@bay.k12.fl.us
2. While Hiland Park does not have a school-based literacy coach, we will as a Leadership Team participate in all RAISE pd offered by Just Read Florida! and work with Paula Ellis, from JRF! who will serve to support our school. We will provide ongoing support to our grade-level PLCs as they plan instruction, monitor student performance, and provide targeted interventions through our school-based Academic Interventionist and Principal, Ilea Faircloth (who was previously a literacy coach in BDS).	Faircloth, Ilea, faircim@bay.k12.fl.us
3. Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.	Faircloth, Ilea, faircim@bay.k12.fl.us
4. For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Further, schools are supported by district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research-based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made (teacher: student ratio; time in intervention; intervention materials; instruction).	Faircloth, Ilea, faircim@bay.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.

Hiland Park is the epitome of positive school culture and environment. Our mission is to develop the whole child by empowering leaders and creating an atmosphere of excellence and happiness. We do this by

addressing the whole child using resources at both the school and district levels. Services available are: on-site school counselor, mental health counselors, a mental health triad team of 3 qualified and/or licensed staff, Telehealth counselors, behavior interventionists, PROMISE paras, and mentors.

Additionally, Hiland Park is a Leader in Me LightHouse school in conjunction with the leadership house system. We strive to teach our students the 7Habits of Highly Effective People.

- 1 - Be proactive.
- 2 - Begin with the end in mind.
- 3 - Put first things first.
- 4 - Think win-win.
- 5 - Seek first to understand, then to be understood.
- 6 - Synergize!
- 7 - Sharpen the Saw
- 8- Find your voice

Each student is "sorted" into a leadership house in order to uplift and encourage students across grade levels both vertically and horizontally to lift up one another. The four leadership houses are: Altruismo, Isibindi, Reveur, and Amistad. The leadership houses are partnered with the five Leader in Me Paradigms: Altruismo- Everyone can be a leader.

Isibindi- Everyone had genius

Reveur- I am empowered to lead my own learning

Amistad- Change starts with me

and all four houses develop the whole person (paradigm 5).

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

Hiland Park Elementary has three teams to support the implementation of culture and school environment. The Parent LightHouse Team, Staff LightHouse Team, and Student LightHouse team. Each group is represented by their respective stakeholders and has a focus of implementing Leader in Me and our school's house system. The Parent LightHouse Team is made up of various stakeholders to include community members and business partners. These groups assist in continuing to hone our mission and vision while working to achieve our goal of becoming an A school.