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Highbanks Learning Center

336 E HIGHBANKS RD, Debary, FL 32713

<http://myvolusiaschools.org/alternative-education/pages/riverview-and-highbanks-learning-centers.asp>

Demographics

Principal: Jay Strother B

Start Date for this Principal: 9/18/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative 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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to promote graduation assurance through an alternative educational program, by providing academic and social emotional instruction through a safe and positive learning environment during a break in the traditional school setting.

Provide the school's vision statement.

Our vision is to ensure that every stakeholder is committed to building positive relationships and changing lives for the better.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Highbanks Learning Center provides a short-term Alternative Education Program for approximately 200 students (grades K-12) who live on the west side of Volusia County. These programs are designed to address behavioral problems of middle and high school students. The students in these programs are temporarily removed from their zoned school because of disruptive behavior and/or have committed an offense which may warrant expulsion from the school district. Recommendation for placement is made by the District Student Placement Committee, the IEP committee, or the Assistant Superintendent.

The therapeutic component provides a personalized mental health treatment plan that carefully monitors the counseling needs of individual students. Counseling may be provided in a group or individual setting and will address specific behavioral skills that need to be mastered by the student. The student is an active participant in the development of personal behavioral goals as part of this plan.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Strother, Jay	Principal	Provides a common vision for the use of data- based decision-making by promoting the Volusia Strategic Plan. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's MTSS accessed as needed. Ensure adequate professional development is scheduled for faculty. Teachers meet weekly to discuss concerns of individual students during PLC/ MTSS meetings led by teacher on assignment. Interventions are brainstormed and then tracked and reported after several weeks of implementation by the teachers. Teacher support systems include the reading coach, administrators, mentors, behavior specialist, social worker, and school psychologist.
Williams, Willie	Assistant Principal	Act as assistant to school principal of Highbanks Learning Center. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Strother. May perform any of the principal's duties as assigned by the principal including but not limited to discipline, testing, exceptional student education, facilities, and safety and security
Haigh, Tracy	Dean	Act as assistant to school assistant principals and principal of Highbanks Learning Center. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Strother or Mr. Williams. May perform any of the principal's duties as assigned by the principal including but not limited to discipline, testing, exceptional student education, facilities, and safety and security.
Nazario, Lisette	School Counselor	responsible for bringing evidence-based practices into and relevant information back to the mental health, social emotional learning and all other school counselor duties by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity
Jefferies, Wendy	Teacher, K-12	responsible for bringing evidence-based practices into and relevant information back to the curriculum department/teachers of Highbanks Learning Center by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity
Langbecker, Carol	Teacher, ESE	responsible for bringing evidence-based practices into and relevant information back to the ESE department by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Sunday 9/18/2022, Jay Strother B

Total number of students enrolled at the school.

195

Total number of teacher positions allocated to the school.

18

Number of teachers with professional teaching certificates?

14

Number of teachers with temporary teaching certificates?

4

Number of teachers with ESE certification?

3

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

4

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

7

Demographic Data

Early Warning Systems

2022-23

The number of students by 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	2	0	3	0	1	15	14	20	140	8	2	0	205
Attendance below 90 percent	0	2	0	3	0	1	15	14	19	14	7	2	0	77
One or more suspensions	0	1	0	3	0	1	14	14	17	13	6	2	0	71
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	1	0	1	9	13	15	7	5	1	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	0	1	12	13	15	7	4	1	0	54
Number of students with a substantial reading deficiency	0	0	0	2	0	1	7	9	4	2	2	0	0	27

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	0	3	0	1	14	14	18	13	6	2	0	72

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	1	0	0	4	2	2	1	2	0	0	12
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	2	0	0	6

Date this data was collected or last updated

Friday 6/3/2022

2021-22 - Updated

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	2	0	1	1	3	8	25	6	2	1	1	50
Attendance below 90 percent	0	0	2	0	1	0	1	7	19	6	2	1	0	39
One or more suspensions	0	0	2	0	1	0	3	7	17	5	2	1	1	39
Course failure in ELA	0	0	0	0	0	0	0	6	19	5	2	1	1	34
Course failure in Math	0	0	0	0	0	0	3	7	19	5	2	1	1	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	1	5	19	3	1	0	1	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	2	7	20	3	1	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	1	1	5	19	3	1	0	1	31

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	2	0	1	1	3	8	24	6	2	1	1	49

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	1	6	2	2	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	1	6	1	0	0	0	8

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		49%	55%					54%	61%
ELA Learning Gains								53%	59%
ELA Lowest 25th Percentile								44%	54%
Math Achievement		32%	42%					55%	62%
Math Learning Gains								52%	59%
Math Lowest 25th Percentile								45%	52%
Science Achievement		45%	54%					61%	56%
Social Studies Achievement		52%	59%					72%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	50%	-50%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	47%	-47%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	48%	-48%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	9%	29%	-20%	46%	-37%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	13%	68%	-55%	71%	-58%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	54%	-35%	61%	-42%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
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
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Highbanks had weekly PLC meetings with two different Instructional teams, DSPC and I-able that meet and review areas of concern for individual needs for student successes in academics, behavior and graduation assurance.

Which data component showed the most improvement? What new actions did your school take in this area?

Using the Edgenuity educational program and course completions, Course and Credit completion showed the most improvement. We implemented Professional Development for instructors and staff,

reading interventions, social emotional training, PLC meetings and progress monitoring tools for tracking.

Increased course completion towards remediation goal resulting in student transferring back to zone school and grade level by credit or quality points

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math Proficiency / ELA Proficiency. Students lack foundation in Math and Reading skills, along with attendance issues, students lack positive relationships with staff and adults in general. Students also lack goal setting skills

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

students lack foundation in Math and Reading skills, along with attendance issues, students lack positive relationships with staff and adults in general. Students in alternative ed. tend to lag behind all other subgroups in GPA, EOC's, FSA and graduation rate.

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

Math/ELA proficiency best practices in the classroom by add Khan Academy as a supplemental resource, teacher Clarity trainings, remediation of Math, ELA and identified areas of reading skills. Continue PLC's and monitoring meetings, develop positive teacher/student relationship, increase course completions, graduation assurance through credit retrieval, successful transition back to zoned school, increase in graduation rate.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

There are 8 professional development sessions scheduled for teachers, to provide an opportunity to develop professional skills in ESE Topics of Concern, MTSS, success criteria, Universal Design for Learning in an Virtual program, differentiating the curriculum and other teaching supports.

Areas of Focus:

#1. 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.

Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. As a result of our Needs Assessment and Analysis, it revealed that only 38% of our lowest quartile reached proficiency in ELA and Math, well below the district and state average. Further analysis showed that most of the students in our lowest quartile are also in one or more of our 3 targeted ESSA subgroups, SWD, ELL, BLK.

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

Our goal will be to increase the percentage of our lowest quartile reaching proficiency (70%) from 38% to 45%, including our ESSA subgroups, SWD, ELL, and BLK. We will utilize district Unit Assessments in ELA and Chapter Assessments in Math to monitor progress of our LQ and ESSA subgroups.

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

This area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation (What percentage of our students is increasing?). Two times per month PLCs will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum and environment will all be assessed (ICEL) during each PLC. The instrument for data collection will be (related to area of need). Coach Committed, Principal Proactive

Person responsible for monitoring outcome:

Tracy Haigh (tmhaigh@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports.

- 6-8/9-12 will implement Achieve 3000/REWARDS which is program that provides differentiated instructional content that targets individual students' area of need. It will be monitored through fidelity checks during small group rotations and through monitoring of intervention data points.
- 6-8/9-12 will utilize resources from the district's curriculum map and pacing guide to differentiate instruction and provide Tier 1 foundational instructional practices aligned to the English Language Arts B.E.S.T standards

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

MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data-Based Decision Making. The power of a tiered system of supports rests in the fact that it is based on prevention. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi-Tiered System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity. Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2015. Schools will be provided with essential training in MTSS and its strategies to support student learning.

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 #1 – review students in intervention from the previous year and set up intervention groups based on those students. Plan for movement of students either in or out of those intervention groups. Determine

how to meet the needs of these students in Tier 2 and Tier 3 interventions based on the Decision Rules and ICEL (Instruction, Curriculum, Environment, Learner) strategy.

Person Responsible Tracy Haigh (tmhaigh@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS systems and structures.

Person Responsible Jay Strother (jbstroth@volusia.k12.fl.us)

Implementation of PL of MTSS strategies following the District ERPLs.

- Decision Rules guidance and ICEL Strategy; Tier 1 – 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction. Tier 2 – 15% of students receive targeted level of prevention; Tier 3 – 3-5% of students receive intensive level of prevention; All students receive these supports in a stacked manner, including Students with Disabilities.

Person Responsible Willie Williams (wfwillia@volusia.k12.fl.us)

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, making progress towards 70% proficiency on Unit/Chapter Assessments in ELA and Math.

- Bi-weekly checkpoints of targeted students - make adjustments to the intervention, as needed, through data analysis, while considering ICEL.
- Monitoring fidelity of Tier 2 and Tier 3 interventions of LQ students through walkthroughs.
- Students that continue to need further supports/intervention would be identified in order to move them to Tier 3.

Person Responsible Willie Williams (wfwillia@volusia.k12.fl.us)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Positive Intervention Behavior and Support

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

The area of focus is aligned to the District Strategic Plan Goal 3: Provide a Safe, healthy, and supportive environment. Student behaviors, such as physical & verbal aggression, have increased in recent years as indicated by increases in incidents of physical aggression & increases in Office Discipline Referrals. Additionally, district data shows disproportionate discipline of minority students and students with disabilities.

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

During the 2021-22 SY, 31.58% of VCS schools indicated an ineffective Core behavioral instruction & fidelity. An effective Core was indicated at a rate of 68.42%. Our goal will be to increase effective Core behavioral instruction to 75% during the 2022-23 SY. We will utilize PBIS Implementation Checklist data & Benchmarks of Quality data to progress monitor fidelity of implementation with a focus on reducing Discipline Referrals and suspensions of all student subgroups.

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

This area of focus will be monitored in the fall, spring and year's end through the implementation checklists and Benchmarks of Quality surveys. Office Discipline Referrals will be monitored both at the district level and school level monthly during PBIS PLCs to increase core instruction in behavior for all students and intensifying monitoring of disproportionate rates of discipline.

Person responsible for monitoring outcome:
 Willie Williams (wfwillia@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored:

- Office Discipline Referrals will be monitored by the district MTSS planning team and by the school based PBIS PLCs on a monthly basis.
- Fidelity checklists will be monitored by the PBIS District Coordinator, Dr. Mandy Ellzey, following the close of the reporting windows for fall reporting, spring reporting and year end. This data will also be monitored by the PBIS teams to be used for progress monitoring and planning.

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

PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. Based upon research, the PBIS Implementation Checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS implementation process. The Benchmarks of Quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. Kincaid, D., Childs, K., & George, H. (2010). These assessments contains 53-items divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the BoQ produces scale and subscale scores indicating the extent to which these critical elements are in place.

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.

New Tier 1 Schools trained in summer, 2022. Active schools monitor 2021-22 implementation data and outcome data to identify goals for 2022-23 SY

Person Responsible Jay Strother (jbstroth@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS/PBIS systems and structures.

Person Responsible Jay Strother (jbstroth@volusia.k12.fl.us)

Monthly PBIS PLCs closely follow Positive Behavioral Interventions & Supports (PBIS) Year-at-a-Glance 2022-23 SY for monthly PBIS Goals and activities

Person Responsible Willie Williams (wfwillia@volusia.k12.fl.us)

Monthly monitoring of student discipline & observation data

Fall- Complete PBIS Implementation Checklist

Spring- Complete PBIS Implementation Checklist

End-of-Year-Complete Benchmarks of Quality and Tiered Fidelity Inventory

Person Responsible Willie Williams (wfwillia@volusia.k12.fl.us)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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
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N/A

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data would be collect through FOCUS discipline browses, Edgenuity, Daily behavior memos and updates that are sent home to parents, point sheets, Red and White Sheets, Mental Health Referrals and Substance Abuse Referrals, student input and teacher input on role out of the new behavior management system

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Through professional development initially. Then through teacher/student notebooks. All teacher are able to access Focus Discipline Browse and other stakeholder communication

Describe how implementation will be progress monitored.

During PLC's and Monthly ERPL provided through the district for MTSS. Highbanks Learning Center will implement a new PBIS program this school year. A PBIS leadership team created common schoolwide expectations for all common areas. We will continue to award positive points through the use of our red and white cards and point system. Additionally, we will highlight our "Hornet Citizens" through the use of weekly announcements. Daily, our principal will also provide us with a common message of "building relationships and changing lives" which will be incorporated into SEL, and social media posts. Furthermore, we will use The HORNET WAY" referrals for individual students. We also plan to implement awards for students who achieve academic goals and meet remediation requirements as it relates to completing credits or quality points.

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.

Action Step	Person Responsible for Monitoring
Students: Conflict mediation/ Building relationships/ Student voice through surveys/ Collaborating through the house system to build relationships.	Williams, Willie, wfwillia@volusia.k12.fl.us
Business Partners: contributes a monetary donation of 50/50	Strother, Jay, jbstroth@volusia.k12.fl.us
Teachers: Incentivize students/ SEL daily/ Model desired behaviors/ Mentor students	Haigh, Tracy, thaigh@volusia.k12.fl.us