

Seminole County Public Schools

Highlands Elementary School



2022-23 Schoolwide Improvement Plan

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Highlands Elementary School

1600 SHEPARD RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0331>

Demographics

Principal: Jodi Farbstein

Start Date for this Principal: 7/1/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
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: B (60%) 2018-19: B (55%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 was approved by the Seminole County School Board on 10/25/2022.

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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1600 SHEPARD RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0331>

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	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. At Highlands Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners and leaders.

Provide the school's vision statement.

At Highlands Elementary, we believe in developing the whole child. To do this, our goal is to build an environment where our students can realize their potential in the areas of academics, the arts, athletics, and social-emotional development to become the leaders of tomorrow. As Highlands Huskies we believe: All children can be leaders, All children have genius, All children can create change, All children are in charge of their learning, All children have a voice.

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
Farbstein, Jodi	Principal	Oversee instruction, school culture, & parent and family engagement supporting all stakeholders.
Nelson, Melissa	School Counselor	The School Counselor works with students, families, and staff to support overall well-being. This includes supporting and aiding in the implementation of intervention, academic accommodation, and communicating to stakeholders academic or behavioral needs.
Dimperio, Paula	Reading Coach	The Instructional Coach supports all teachers and instructional paraprofessionals with understanding benchmarks, best practices, and data to drive successful instruction and student learning while focusing on SIP goals.
Laughrey, Toni	Instructional Technology	Assist Principal in the overall function of school operations and instructional success of the school
Houle, Angela	Assistant Principal	Supporting principal with all district and school initiatives including School Improvement Goals.

Demographic Information

Principal start date

Friday 7/1/2022, Jodi Farbstein

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

0

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

6

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

505

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.

3

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	86	76	87	79	86	97	0	0	0	0	0	0	0	511
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	3	8	12	1	1	2	0	0	0	0	0	0	0	27
Course failure in Math	3	3	4	2	0	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	6	12	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	12	10	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	2	2	7	8	0	0	0	0	0	0	0	0	0	19

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	5	7	2	2	2	0	0	0	0	0	0	0	21

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	4	5	6	7	2	2	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/15/2022

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	70	82	81	92	90	92	0	0	0	0	0	0	0	507
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	4	12	1	7	2	0	0	0	0	0	0	0	27
Course failure in Math	2	1	0	1	1	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	10	16	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	12	17	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	2	4	8	14	0	0	0	0	0	0	0	0	0	28

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	1	6	4	0	0	0	0	0	0	0	11

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	3	3	6	5	6	5	0	0	0	0	0	0	0	28
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	70	82	81	92	90	92	0	0	0	0	0	0	0	507
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	4	12	1	7	2	0	0	0	0	0	0	0	27
Course failure in Math	2	1	0	1	1	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	10	16	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	12	17	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	2	4	8	14	0	0	0	0	0	0	0	0	0	28

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	1	6	4	0	0	0	0	0	0	0	11

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	3	3	6	5	6	5	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	65%	56%				70%	67%	57%
ELA Learning Gains	63%						53%	61%	58%
ELA Lowest 25th Percentile	58%						40%	51%	53%
Math Achievement	66%	46%	50%				69%	70%	63%
Math Learning Gains	63%						55%	66%	62%
Math Lowest 25th Percentile	44%						41%	50%	51%
Science Achievement	61%	65%	59%				59%	62%	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	76%	67%	9%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	63%	65%	-2%	58%	5%
Cohort Comparison		-76%				
05	2022					
	2019	63%	64%	-1%	56%	7%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	71%	5%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	76%	72%	4%	64%	12%
Cohort Comparison		-76%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	62%	-6%	53%	3%
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	33	47	45	26	42	41	30				
ELL	54	67		54	73						
ASN	83			92							
BLK	67			39							
HSP	58	62	50	57	55	44	47				
MUL	73			67							
WHT	73	66	75	74	64		70				
FRL	64	64	68	58	56	44	54				
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	21	23	20	27	38		10				
ELL	54	50		42	20						
ASN	90			80							
BLK	29			21							
HSP	51	54		43	13		42				
WHT	66	48		66	30		58				
FRL	55	42	27	45	18	31	48				
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	29	31	25	44	51	48	29				
ELL	77	67		68	60						
BLK	37	42		47	50						
HSP	70	53	35	66	51	38	54				
MUL	70			80							
WHT	74	56	44	74	56	43	66				
FRL	64	53	37	63	53	40	50				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
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	53
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	54
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	70
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	70
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	58
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?

Low performance of students with disabilities across all state assessment components.

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

Components in need of improvement include ELA and Math low 25 learning gains.

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

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need

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

All school grade components showed improvement.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support

Areas of Focus

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

:

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

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

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success

Measurable Outcome:

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

Increase achievement and learning gains for students with disabilities.

Monitoring:

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

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy:

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

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

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.

Weekly Professional Learning Communities

Person Responsible

Jodi Farbstein (jodi_farbstein@scps.k12.fl.us)

The school administration communicates weekly to stakeholders through School Messenger, Facebook, and printed documents in efforts to foster a positive school/home relationship. Parent-Teacher conferences will be held to inform parents of student progress.

Person Responsible

Jodi Farbstein (jodi_farbstein@scps.k12.fl.us)

PLC Data Chats

Person Responsible

Jodi Farbstein (jodi_farbstein@scps.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.

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum (in person or virtually), (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events(in person or virtually), (7) using social media, as well as sending electronic/paper-based school information to families on a regular basis, (8) advertising events on school marquees, (9) Calling families once a week to give a Week at a Glance, (10) and numerous other out-reach strategies developed by school staff.

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

Highlands positive school culture and learning environment can be attributed to the following stakeholder groups: 1. Teachers, 2. Staff, 3. Students, 4. Families, 5. PTA, 6. SAC, 7. Lighthouse Team, 8. Student Lighthouse Team, 9. School Advisory Counsel, 10. Empower, 11. SCPS Board Members, 12. Business Partners, 13. Seminole State College, and the 14. University of Central Florida. The stakeholders work together to foster an environment where students are willing to take risks in their learning, be open minded to new experiences and people, and help facilitate the idea of being life long learners and leaders.