

Bay District Schools

Hiland Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hiland Park Elementary School

2507 E BALDWIN RD, Panama City, FL 32405

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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>
Peardon, Amanda	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>
Jordan, Jenna	Other	<p>As a SB Interventionist 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>
Hudson, Kathryn	Other	<p>As a SB Interventionist 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	As a special area teacher representative on SBLT, it is vital we begin with the end in mind and monitor the implementation and progress of academic,

Name	Position Title	Job Duties and Responsibilities
		<p>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>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Hiland Park Elementary's SIP is developed with a shared leadership approach and values stakeholder input from various groups to include the Parent LightHouse Team (or SAC). The annual climate survey and Leader in Me MRA survey are used in addition to a deep dive into our data (iReady, STAR/FAST, Attendance, Behavior, Gradebooks, etc.) to determine goal revisions.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SBLT, or Hiland Park Leadership Team is comprised of "grade chairs" for each grade level and respective group within the school: K, 1, 2, 3, 4, 5, ESE, Special Area, and Student Wellness (to include interventionist, counselor and wellness team). This team is and has been trained by the administration to have data-driven dialogue paired with hard conversations when necessary using Elena Aguilar's Facilitative and Directive Coaching Stems. Leadership Team members went through a book study last year on "The Art of Coaching Teams" to assist us in developing and growing our leadership skills.

The leadership Team meets monthly to discuss not only the school improvement plan but the implementation of strategies and monitoring PLCs.

The administration attends weekly PLC meetings using the Hiland Park PLC Template and the Leadership Team houses all agenda/minutes in Grade Level folders on a shared drive.
<https://bit.ly/HPEPLCTemplate>

Hiland Park monitors EVERY STUDENT by NAME AND NEED monthly at MTSS Leadership Meetings. Administration and Dr. Jenna Jordan (SB Interventionist serving in School Counselor role) lead the meetings by using each grade level's Universal Tracking Sheet (Each student is listed their iReady, STAR/FAST scores, and updated grades with agreed upon Formative/Summative scores for ELA and Math (5th grade adds science)). Discussions are guided by priority focusing on students in Tier 3 Academics first and then Tier 2 Academics followed by behavior. (Behavior students are also discussed monthly by the CARES Team). Additionally, we look for trends/patterns in classrooms and grade levels and push in support where necessary and make timely course corrections.

Further monitoring of the SIP takes place quarterly in Parent LightHouse Meetings or SAC meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	45%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	17	43	45	32	23	27	0	0	0	187	
One or more suspensions	1	11	21	4	12	18	0	0	0	67	
Course failure in English Language Arts (ELA)	0	3	2	1	0	1	0	0	0	7	
Course failure in Math	0	2	1	1	2	2	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	0	4	23	0	0	0	27	
Level 1 on statewide Math assessment	0	0	0	0	4	24	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	14	1	7	20	0	0	0	51

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	6	1	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	28	17	20	20	22	0	0	0	125	
One or more suspensions	14	9	8	12	4	29	0	0	0	76	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	3	15	33	0	0	0	51	
Level 1 on statewide Math assessment	0	0	0	3	18	32	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	10	9	5	4	2	0	0	0	38	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	5	6	8	29	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	3	1	3	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	28	17	20	20	22	0	0	0	125	
One or more suspensions	14	9	8	12	4	29	0	0	0	76	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	3	15	33	0	0	0	51	
Level 1 on statewide Math assessment	0	0	0	3	18	32	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	10	9	5	4	2	0	0	0	38	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	5	6	8	29	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	3	1	3	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	47	53	47	51	56	37		
ELA Learning Gains				55			26		
ELA Lowest 25th Percentile				60			47		
Math Achievement*	46	50	59	40	48	50	43		
Math Learning Gains				44			47		
Math Lowest 25th Percentile				39			69		
Science Achievement*	51	48	54	36	50	59	35		
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	42	56	59	53			44		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	4
ELL	25	Yes	2	1
AMI				
ASN				
BLK	29	Yes	4	1
HSP	36	Yes	2	
MUL	50			
PAC				
WHT	54			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL	33	Yes	1	
AMI				
ASN				
BLK	32	Yes	3	
HSP	40	Yes	1	
MUL	38	Yes	2	
PAC				
WHT	54			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			46			51					42
SWD	20			20			36				4	
ELL	0			33							3	42
AMI												
ASN												
BLK	28			33			32				4	
HSP	32			48			20				4	45
MUL	52			48							2	
PAC												
WHT	55			48			74				4	
FRL	43			43			44				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	55	60	40	44	39	36					53
SWD	14	34	41	8	31	47	18					
ELL	11	54		28	36		18					53
AMI												
ASN												
BLK	33	48		31	30	25	26					
HSP	41	65		36	33		21					42
MUL	40	36		36	40							
PAC												
WHT	55	60	64	42	49	64	43					
FRL	41	50	65	34	40	41	29					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	26	47	43	47	69	35					44
SWD	16	38	42	18	44		10					
ELL	13	20		20	40							44
AMI												
ASN												
BLK	22	33		19	40		0					
HSP	24	38		32	54		27					47
MUL	31			43								
PAC												
WHT	45	18		50	46		47					
FRL	32	31	60	35	46		38					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	52%	0%	54%	-2%
04	2023 - Spring	49%	55%	-6%	58%	-9%
03	2023 - Spring	36%	47%	-11%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	54%	-11%	59%	-16%
04	2023 - Spring	55%	59%	-4%	61%	-6%
05	2023 - Spring	51%	53%	-2%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	49%	-2%	51%	-4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

It is evident that math significantly improved and reading remained stagnant. The goal for 2022-2023 was to focus equally on quality, systemic instruction with feedback to both teachers and teacher-to-students while being data-driven. For the 2023-2024 school year, we will continue to focus on quality instruction, building the capacity of our teachers, and driving PLCs to be data focused. 3rd grade was the lowest performing cohort subgroup and ELA is still below 50% proficiency.

Contributing factors may include the need to focus on foundations in our K-2 students as we are pouring resources into bridging the gap in K-2 before they get to 3rd grade. As a Title 1 school, we find our population supports the school-home connection, but many of our families lack resources. After Hurricane Michael our community's preschool opportunities dramatically decreased and work force reduced resulting in fewer students attending preschool programs. The cost of living in Bay County is high compared to the poverty line and we see many families unable to afford quality care. Covid also played a role in our incoming students and current students experiencing learning gaps which impact proficiency and school readiness.

English Language Arts (FAST and FAA) Achievement (0%-100%)

Number Proficient Total Students Percentage

Grade 3 27 78 34.62%

Grade 4 41 79 51.90%
Grade 5 44 80 55.00%
Totals 112 237 47.26% 47% (21-22)

Math (FAST and FAA) Achievement (0%-100%)
Number Proficient Total Students Percentage
Grade 3 31 78 39.74%
Grade 4 45 79 56.96%
Grade 5 43 80 53.75%
Totals 119 237 50.21% 40% (21-22)
Science (FSA and FAA) Achievement (0%-100%)
Number Proficient Total Students Percentage
Grade 5 41 80 51.25%
Totals 41 80 51.25% 36% (21-22)

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most prevalent data decline was in our 3rd-grade score. We attribute this to 3 of our team being new to teaching.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In looking at the 21-22 data available on the FLDOE State Report Card, Hiland Park's largest gap is our performance of high-achieving students (Level 4/5) with a 9.3% deficit. We have addressed the need for teachers certified in gifted services as well as the need for teachers to "teach to the top".

Additionally, the 3rd grade cohort was 11% below the district for reading and math. We continue to provide strategic intervention in 2nd grade and encourage the motivation of our students in 3rd grade to perform their best. To be proactive- we will be providing incentives and working on motivation throughout the year with our current 4th graders.

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

Science achievement went from 36-51.25 for the 22-23 school year with a 15.25% growth. We focused on hands-on science instruction as well as small-group reading instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The largest area of concern is our student's attendance with 187/600 (31.16%) having below 90% average daily attendance.

The second area of concern is our students who are identified within ESSA categories who also appear on the EWS data report with two or more indicators 51/600 (8.5%).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase proficiency in ELA/Math while also showing improvement in our Lowest Quartile and Identified TSI Subgroups
2. Rigorous instruction.
3. Behavior
4. RAISE (Improve reading proficiency)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

As 21-22 data indicates, HPE is working to identify students by name and need in order to increase achievement proficiency in the following categories: Black (32%), Hispanic (40%), Multiracial (38%), ELL (33%), and SWD (28%).

In analyzing our own data for the 22-23 school year of achievement proficiency in the following categories: Black 6% increase (38%), Hispanic 7% decrease (33%), Multiracial 21% increase (59%), ELL 33 decrease (0%), and SWD 12% increase (40%).

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 the proficiency of TSI identified Subgroups (Black, Hispanic, Multiracial, ELL, and SWD) to 42% for reading and math respectively by June 30, 2024 as measured by EOY FAST assessment.

Monitoring:

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

iReady data, STAR/FAST, and MTSS Universal Spreadsheet

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 of all students using the MTSS Universal Spreadsheet where students will be discussed regularly in PLC meetings and monthly MTSS Leadership meetings. Additionally, teachers will have data chats after each progress monitoring administration (trimester).

Rationale for Evidence-based Intervention:

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.

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. Data chats allow us to accomplish these tasks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: June 30, 2024

2. Teacher tracking students using MTSS Universal Spreadsheet and monthly MTSS Leadership Team conversations.

Person Responsible: Jenna Jordan (jordajl@bay.k12.fl.us)

By When: June 30, 2024

3. Data Chats each trimester after iReady administration with stakeholders. Admin to teacher and teacher to students.

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

By When: June 30, 2024

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Rigorous Instruction (PLCs, Intervention, Feedback, Support)- Learning gains for all

As data indicates, HPE was a "C" in 21-22 with many components being under the desired 62% of points of an "A". For the 22-23 school year, HPE increased student proficiency in reading, math, and science from 41% (21-22) to 49.57%! HPE increased 8% in proficiency as learning gains did not factor in.

We will continue to 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.

Administration, comprising of the Principal and/or Assistant Principal will participate weekly in PLCs.

CWTs will be conducted by the administration both formally and informally with feedback to teachers.

iReady data will be disaggregated by admin and SBLT after each progress monitoring to drive instruction and have hard conversations on progress toward SIP Goals.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLCs will focus on planning and preparation of rigorous instruction (driven by FI BEST Standards) as prescribed by ongoing progress monitoring data and the use of BDS Pacing Guides while the administration focuses on providing regular feedback and support through strategic coaching and Classroom Walk Throughs (CWTs). As part of the PLC, students within TSI subgroups listed above will be discussed. Monthly at our MTSS Leadership Team meetings students will be tracked to ensure progress is being made toward growth and ultimately proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

John Hattie identified feedback had an effect size of .70, teacher clarity .75, formative evaluation .45, and collective teacher efficacy at 1.57.

Teacher clarity is defined by Hattie as, "organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the learning intentions of the lessons and the success criteria." while collective teacher efficacy is described by Hattie as "having appropriate, high challenging expectations of what a year's growth for a year's input looks like."

With administration participating in PLCs and providing strategic feedback regularly in CWTs we look to see increases in rigorous instruction paired with acceleration of the curriculum.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: June 30, 2024

2. Strategic differentiated instruction and applicable interventions for ELA and Math

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

By When: June 30, 2024

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

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

By When: June 30, 2024

4. Support of strategic coaching when identified

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

By When: June 30, 2024

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

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

By When: June 30, 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

As data indicates, Hiland Park has increased in enrollment and continues to work on refining our processes to assist all students, but mindful of our TSI/ESSA categories of Black, Hispanic, Multiracial, SWD, and ELL populations.

1019 referrals (2016) 758 enrolled
 1026 (2017) 745 enrolled
 426 (2018) 552 enrolled
 179 (2019) 514 enrolled
 264 (2020) 526 enrolled
 428 (2021) 594 enrolled
 755 (2022) 601 enrolled

Measurable Outcome:

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

In order to maintain instructional momentum, Hiland Park Elementary will decrease the total number of students with discipline referrals from 199 students to 150 students by June 2024.

Monitoring:

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

Dojo Leadership House Points monthly at LightHouse Team.
 Total number of students with referrals report monthly as part of CARES Team Agenda/Minutes
 Referrals (Suspensions: ISS/OSS) monthly as part of CARES Team Agenda/Minutes
 CARES team agenda/minutes monthly as part of CARES Team Agenda/Minutes

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hiland Park's use of the Leader in Me Core Behavior Program, implementation of Ron Clark House System, and discussion of behavior data regularly creates a space for students to feel a sense of belonging and grow to their fullest potential. Students are able to become confident leaders using the 7 Habits of Highly Effective Kids partnered with our Hiland Park 50 expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hattie 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. Additionally, Hattie states self-efficacy with an effect of .71.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Master's Level 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)

By When: June 30, 2024

2. Leader in Me as core program

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

By When: June 30, 2024

3. House System Implementation and celebrations

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

By When: June 30, 2024

4. Use of morning meetings to support Leader in Me

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

By When: June 30, 2024

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

Person Responsible: Kathryn Hudson (hudsok@bay.k12.fl.us)

By When: June 30, 2024

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

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

By When: June 30, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 Fall 2023-2024 iReady Diagnostic Assessment the following are the percent of students who are on or above grade level:

In Kindergarten, 28% of students are on or above grade level.

In 1st Grade, 18% of students are on or above grade level.

In 2nd Grade, 28% of students are on or above grade level.

For each grade level, we will focus on strategic intervention as students are identified through the problem-solving process of MTSS and small-group differentiated instruction. Additionally, we will have 45 minutes of ELA intervention blocked on our Master Schedule.

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

Based on the Fall 2023-2024 iReady Diagnostic Assessment the following are the percent of students who are on or above grade level:

In 3rd Grade, 80% of students are on or above grade level.

In 4th Grade, 41% of students are on or above grade level.

In 5th Grade, 34% of students are on or above grade level.

For each grade level, we will focus on strategic intervention as students are identified through the problem-solving process of MTSS and small-group differentiated instruction. Additionally, we will have 45 minutes of ELA intervention blocked on our Master Schedule.

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 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 Measurable Outcomes

Based on the Fall 2023-2024 iReady Diagnostic Assessment the following are the percent of students who are on or above grade level:

In Kindergarten, 28% of students are on or above grade level, our goal is for 62% of our students to become proficient by May 2024.

In 1st Grade, 18% of students are on or above grade level, our goal is for 62% of our students to become proficient by May 2024.

In 2nd Grade, 28% of students are on or above grade level, our goal is for 62% of our students to become proficient by May 2024.

For each grade level, we will focus on strategic intervention as students are identified through the problem-solving process of MTSS and small-group differentiated instruction. Additionally, we will have 45 minutes of ELA intervention blocked on our Master Schedule.

Grades 3-5 Measurable Outcomes

Based on the Fall 2023-2024 iReady Diagnostic Assessment the following are the percent of students who are on or above grade level:

In 3rd Grade, 80% of students are on or above grade level, our goal is for 62% of our students to become proficient by May 2024.

In 4th Grade, 41% of students are on or above grade level, our goal is for 62% of our students to become proficient by May 2024.

In 5th Grade, 34% of students are on or above grade level, our goal is for 62% of our students to become proficient by May 2024.

For each grade level, we will focus on strategic intervention as students are identified through the problem-solving process of MTSS and small-group differentiated instruction. Additionally, we will have 45 minutes of ELA intervention blocked on our Master Schedule.

Monitoring

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 impact student achievement outcomes.

For each grade level, we will focus on strategic intervention as students are identified through the problem-solving process of MTSS and small-group differentiated instruction. Additionally, we will have 45 minutes of ELA intervention blocked on our Master Schedule.

This area of focus 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 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. Individual student data will be tracked using our HPE Universal Data Spreadsheet for each grade level.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Faircloth, Ilea, faircim@bay.k12.fl.us

Evidence-based Practices/Programs

Description:

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. §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 a 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 and 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 who 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:

Explain the rationale for selecting 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 evidence-based 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 the 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 reading certified and endorsed teachers, 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The combined SIP and SWP will be made available to parents on the school's website at <https://hilandpark.bay.k12.fl.us/> upon approval. School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: <https://www.floridacims.org/plans>. The BDS Title I Newsletter will provide the CIMS link to the SIP and the UniSIG budget yearly and be distributed to parents via PeachJar, and also translated in the language parents can understand. Hiland Park Elementary also has a Title 1 Monthly Parent Newsletter that is shared via Facebook, PeachJar, Dojo, Everbridge and posted in our office lobby. The SIP/SWP will be discussed at the Title I Annual Meeting and during Parent LightHouse Meetings (SAC meetings). The SAC will progress monitor the implementation of the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications that are planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at <https://hilandpark.bay.k12.fl.us/> Parents are able to monitor their child's progress 24/7 using Parent Portal.

The following Title I expenditures will support the implementation of the PFEP:

- a parent liaison;
- parent communications;
- materials for parents to work with their children at home;
- parent workshops (refreshments and supplies).

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

At Hiland Park Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their WIGs (Wildly Important Goals). Our job is to maintain instructional momentum and as such we use Title 1 funds such as 11 classroom paraprofessionals, 1 media center para, additional copier, and instructional supplies to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only

maintaining instructional momentum but providing hands-on instruction and creating core memories for our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.

Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, promote accelerated learning and differentiated instruction to meet the individual needs of students. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and mentors to facilitate their development.

The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.

Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system.

Local funds (Hiland Park's School Budget) are also used to send teachers to PD such as the Ron Clark Academy, which provides subs for teachers to observe in-house models of excellent instruction and time for planning days.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Hiland Park Elementary will have sent over 90% of its staff to the Ron Clark Academy to have immersive professional development in not only engaging students with rigor but also motivating students and helping them navigate their need for belonging with the implementation of a house system. Creating a family and holding students to high standards with both the house system and the use of Leader in Me allows Hiland Park Students to be supported in their academic needs and social needs as well.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PLC and MTSS data chat processes are implemented and overseen by the principal or principal designee. PLCs collect and utilize data to determine and plan for supporting the needs of students in core and intervention. School-wide Character Education and behavioral expectations, campus rules, individual classroom rules/procedures, and individual classroom behavior management procedures and processes are taught and progress monitored. Hiland Park Elementary uses both Leader in Me and the Ron Clark House System to address behavior and teach the whole child.

Hiland Park Elementary will have sent over 90% of its staff to the Ron Clark Academy to have immersive professional development in not only engaging students with rigor but also motivating students and helping them navigate their need for belonging with the implementation of a house system. Creating a family and holding students to high standards with both the house system and the use of Leader in Me allows Hiland Park Students to be supported in their academic needs and social needs as well.

Hiland Park Elementary has a systemic model for behavioral support and an emphasis on keeping students within the classroom.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Hiland Park saw a 33% turnover in the summer of 2022. This summer (of 2023) we saw an 8% turnover in teaching faculty. We have found that creating a climate and culture in which people feel like a family and share a common goal assists us in maintaining quality educators and retaining them year after year. Providing ongoing training in the Leader in Me using their "On Demand" training library and resources as well as ensuring over 90% of our faculty have had the initial Ron Clark Academy experience has played a significant role in teacher recruitment and retention. We also have additional support via school improvement supplements for a LightHouse and Leadership Team to focus on Culture/Academics/Leadership (which are the foundation of the Leader in Me program). We also build a vulnerable family of like-minded educators and provide time for collaboration, preparation, and planning through substitutes and additional PLC days.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the workshop, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus and meet current kindergarten teachers. At Hiland Park, we also promote excitement for our parents by providing a "Signing Day" feel complete with a photographer, decorations, and a backdrop. We want them to feel a part of their child's educational

journey from the moment they step foot on our campus.

Prior to school starting, an Orientation will be held and parents and students will be invited to visit the classroom; meet the teacher, and get familiar with the campus.