

Polk County Public Schools

# Highland City Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Highland City Elementary School

5355 9TH STREET SE, Highland City, FL 33846

[http://schools.polk-fl.net/highland\\_city](http://schools.polk-fl.net/highland_city)

### 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.**

The Mission of Highland City Elementary is to provide a safe, nurturing learning environment where all stakeholders take responsibility for students reaching their highest potential. This will be accomplished through implementing focused professional development which ensures a highly qualified staff, providing the students with high-quality instruction which will result in increased academic learning gains for all students, and ensuring that the school is part of the community and the community is part of the school. Guardians, the community, and the school staff will strive to work together to help the students grow educationally, physically, emotionally, and socially while strengthening the values of our community.

**Provide the school's vision statement.**

The vision for Highland City Elementary is for each student to master the skills necessary to progress as lifelong learners who will become responsible citizens of our society.

### 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
Weingarth, Amy	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula;</li> <li>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</li> <li>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;</li> <li>* recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;</li> <li>* linking professional practice with student achievement to demonstrate the cause and effect relationship;</li> <li>* facilitating effective professional development;</li> <li>* monitoring implementation of critical initiatives;</li> <li>* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</li> <li>* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</li> <li>* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</li> <li>* managing the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;</li> <li>* establishing personal deadlines for self and the entire school;</li> <li>* using a transparent process for making decisions and articulating who makes which decisions;</li> <li>* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;</li> <li>* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;</li> <li>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</li> <li>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</li> <li>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from, and building and maintaining relationships with students, faculty, parents, and community;</li> <li>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>* recognizing individuals for good work;</li> <li>* maintaining high visibility at school and in the community;</li> <li>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</li> <li>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</li> <li>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>
Timmons, Chabre	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> <li>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula;</li> <li>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</li> <li>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;</li> <li>* recruiting, retaining, and developing an effective and diverse faculty and staff;</li> <li>* focusing on evidence, research, and classroom realities faced by teachers;</li> <li>* linking professional practice with student achievement to demonstrate the cause and effect relationship;</li> <li>* facilitating effective professional development;</li> <li>* monitoring implementation of critical initiatives;</li> <li>* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</li> <li>* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</li> <li>* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</li> <li>* managing the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;</li> <li>* establishing personal deadlines for self and the entire school;</li> <li>* using a transparent process for making decisions and articulating who makes which decisions;</li> <li>* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;</li> <li>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</li> <li>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</li> <li>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from, and building and maintaining relationships with students, faculty, parents, and community;</li> <li>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</li> <li>* recognizing individuals for good work;</li> <li>* maintaining high visibility at school and in the community;</li> <li>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</li> <li>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</li> <li>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>

The School-based Instructional Coach is responsible for teacher-to-teacher coaching, modeling, mentoring, and collaborating to promote a better articulated instructional curriculum for students. The School-based Instructional Coach will also be responsible for coaching teachers about: data collection, analysis, interpretation, and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

Smith, Alison	Instructional Coach	<ul style="list-style-type: none"> <li>*Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</li> <li>*Conduct focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>*Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</li> <li>*Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</li> <li>*Provide classroom support by observing, modeling, co-teaching, and providing specific feedback.</li> <li>*Help teachers understand state and district mandates and how these mandates support student achievement.</li> </ul>
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Name	Position Title	Job Duties and Responsibilities
		<p>*Provide support for school-based professional development to build the school's training capacity.</p> <p>*Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>*Provide follow-up support at the school level for district professional development in assigned content area.</p> <p>*Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</p> <p>*Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <p>*Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>*Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p>
Strain, Lee	Teacher, ESE	An ESE Teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the Exceptional Student Education Policies and Procedures, Individual Education Plans, instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Strain, Jennifer	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Bowman, Mandy	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.
Roberts, Delaney	Teacher, K-12	A teacher ensures that all students learn the basic and essential skills at each grade level. The specific components include the instructional process, curriculum development, classroom management, public relations, professional growth, and student evaluation.

**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.

The SIP is initially developed by the leadership team, which includes the administration, the instructional coach, and teachers. The SIP is then shared at the beginning of the year with all staff members during a Professional Learning Community. Discussing the SIP with school staff enables all school stakeholders to be involved in providing their input for the development of the SIP. The SIP is updated, throughout the school year, based on discussions in leadership team meetings about student data, implemented strategies, and ongoing action steps.

School data and the SIP are shared during the School Advisory Council meetings. Through these meetings, the community leaders, business partners, parents, and school staff provide feedback and input regarding the SIP.

**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 SIP will be regularly monitored through monthly leadership team meetings. The leadership team will discuss the goals and targets and monitor the strategies and action steps that are included in the SIP. Student data will be tracked through monthly data chat meetings with teachers. This data will be shared during the leadership team meetings to determine if the students are meeting the state academic standards. The SIP will be revised, as needed, to ensure continuous improvement.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	50%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	98%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	13	15	19	19	18	22	0	0	0	106	
One or more suspensions	3	4	2	3	4	4	0	0	0	20	
Course failure in English Language Arts (ELA)	22	11	10	5	3	26	0	0	0	77	
Course failure in Math	13	10	8	12	9	14	0	0	0	66	
Level 1 on statewide ELA assessment	0	0	0	17	12	23	0	0	0	52	
Level 1 on statewide Math assessment	0	0	0	18	14	28	0	0	0	60	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	10	4	12	12	20	0	0	0	70	

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	4	4	1	17	13	26	0	0	0	65

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	11	4	0	4	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

## 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	1	23	23	21	18	22	0	0	0	108	
One or more suspensions	0	10	3	6	3	14	0	0	0	36	
Course failure in ELA	1	7	3	8	9	2	0	0	0	30	
Course failure in Math	0	6	1	7	18	6	0	0	0	38	
Level 1 on statewide ELA assessment	0	0	0	6	6	26	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	4	11	28	0	0	0	43	
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		

**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	0	10	3	6	13	11	0	0	0	43

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	3	9	1	7	0	0	0	24
Students retained two or more times	0	0	0	1	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	1	23	23	21	18	22	0	0	0	108	
One or more suspensions	0	10	3	6	3	14	0	0	0	36	
Course failure in ELA	1	7	3	8	9	2	0	0	0	30	
Course failure in Math	0	6	1	7	18	6	0	0	0	38	
Level 1 on statewide ELA assessment	0	0	0	6	6	26	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	4	11	28	0	0	0	43	
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		

**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	0	10	3	6	13	11	0	0	0	43

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	3	9	1	7	0	0	0	24
Students retained two or more times	0	0	0	1	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*	50	45	53	48	47	56	49		
ELA Learning Gains				46			35		
ELA Lowest 25th Percentile				38			39		
Math Achievement*	48	49	59	60	42	50	51		
Math Learning Gains				61			42		
Math Lowest 25th Percentile				43			16		
Science Achievement*	41	41	54	61	49	59	53		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	83	54	59	54			76		

*\* 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)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	411
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	14	Yes	2	2
ELL	70			
AMI				
ASN				
BLK	47			
HSP	62			
MUL	45			
PAC				
WHT	48			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	57			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	27	Yes	1	1
ELL	50			
AMI				
ASN				
BLK	34	Yes	1	
HSP	48			
MUL	65			
PAC				
WHT	54			
FRL	50			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	50			48			41					83
SWD	15			15			0				4	
ELL	60			67							3	83
AMI												
ASN												
BLK	48			35							3	
HSP	57			57			40				5	80
MUL	45			45							2	



## 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
PAC												
WHT	47			47			44				4	
FRL	47			47			43				5	90

## 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	48	46	38	60	61	43	61					54
SWD	17	28	24	19	33	33	35					
ELL	41	40		50	63							54
AMI												
ASN												
BLK	20	33		26	58							
HSP	44	49	43	53	53	36	53					55
MUL	50			80								
PAC												
WHT	55	50	36	68	65	36	69					
FRL	43	44	58	58	59	33	56					

## 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	49	35	39	51	42	16	53					76
SWD	18	25		28	25		25					
ELL	39			39			30					76
AMI												
ASN												
BLK	36	20		40	40		36					
HSP	38	33		37	33		32					79
MUL												
PAC												
WHT	56	35		58	41		67					
FRL	42	34		48	45	18	50					71

**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	30%	43%	-13%	54%	-24%
04	2023 - Spring	63%	53%	10%	58%	5%
03	2023 - Spring	57%	42%	15%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	51%	11%	59%	3%
04	2023 - Spring	53%	56%	-3%	61%	-8%
05	2023 - Spring	31%	44%	-13%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	39%	1%	51%	-11%

### 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.**

Based on the 2021-2022 FSA data, the lowest performance was grade 4 ELA proficiency (34% proficient). Based on the 2022-2023 FAST, the data component that showed the lowest performance was grade 5 ELA proficiency. The percentage of students proficient on the ELA FAST was 29%. There was minimal progress made from PM1 to PM3 on the FAST, as the percentage of proficient students increased by 4%. Some factors that contributed to the low performance included student attendance and the inconsistent use of intervention and small-group instruction.

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

Based on the FSA two-year trend data, the greatest decline in our data included a decline in ELA learning gains for the lowest 25% in grades 3-5. The decline consisted of a decline from 39 to 38 percent proficient in ELA learning gains for the lowest 25% in grades 3-5. We have one year of FAST data to analyze, so after comparing the data from PM1 to PM3 the component that showed the least amount of growth is grade 5 ELA. There was minimal progress made from PM1 to PM3, as the percentage of proficient students increased by 4%. Some factors that contributed to the low performance included student attendance and the inconsistent use of intervention and small-group instruction.

**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.**

According to FAST, the average scale score for the state was 321 on grade 5 PM3 math, and the average scale score for our school was 308 on grade 5 PM3 math. This is the data component that had the greatest gap when compared to the state average. Some factors that contributed to the low performance included student attendance and the inconsistent use of intervention and small-group instruction.

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

Based on the FSA two-year trend data, the component that showed the most improvement included Math learning gains for the lowest 25% in grades 3-5. The improvement consisted of an increase from 16 to 43 percent proficient in Math learning gains for the lowest 25% in grades 3-5. We have one year of FAST data to analyze, so after comparing the data from PM1 to PM3 the component that showed the most improvement included grade 3 math. Grade 3 math proficiency at PM1 was 6% and PM3 was 62%, for an increase of 56% proficiency. The actions that assisted this growth included standards-based planning, benchmark-task alignment, targeted small groups, and providing students with test-taking strategies to assist with the online math assessment.

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

After reflecting on the EWS data, the areas of concern include the number of students with substantial reading deficiencies and the number of students with 10 percent or more days absent.

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

The priorities for the school year include planning for and executing standards-based instruction, implementing research-based interventions to support student academic needs, implementing a plan to increase student attendance, and targeting our ESSA subgroups to ensure they make adequate progress in reading.

### **Area of Focus**

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

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****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.

Students will be provided benchmark-aligned instruction in all core subjects. Students will learn and work to the intent of grade-level benchmarks through appropriately scaffolded instruction and research-based instructional practices. Students will be provided with meaningful practice with appropriate tasks that require students to work at the full depth of the grade-level standards. This area of focus was chosen because 52% of students in grades 3-5 were proficient in ELA, 50% of students in grades 3-5 were proficient in math, and two of the ESSA subgroups (Students with Disabilities and Black) were below 41% proficient.

**Measurable Outcome:**

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

By Spring 2024, 60% of students in grades 3-5 will be proficient on the ELA and math State Progress Monitoring Assessment (FAST). By Spring 2024, 41% of the Students with Disabilities and Black ESSA subgroups students will score proficient or higher on the ELA and math State Progress Monitoring Assessment (FAST).

**Monitoring:**

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

The area of focus will be monitored through weekly classroom walk-throughs from the administration and the instructional coach to provide feedback on the use of research-based practices, release of work/ thinking to students, and quality of instructional tasks. The classroom walk-through data will be collected on a digital platform to help identify instructional trends and alignment with state benchmarks. The administration and instructional coach will also meet with teachers weekly in order to provide support in creating benchmark-aligned whole-group lessons and tasks that meet the expectations set forth for the BEST standards. The administration will also meet with teachers monthly to discuss student benchmark assessments and the ongoing progress monitoring of the benchmark assessments.

**Person responsible for monitoring outcome:**

Amy Weingarth (amy.weingarth@polk-fl.net)

**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.)

To address the proficiency rate we will focus on providing students with benchmark-aligned whole-group lessons, tasks, and equivalent experiences that meet the expectations set forth for the BEST standards.

We

will accomplish this by utilizing the Learning Arc Process during collaborative planning. Utilizing this structure will allow us to develop a deep understanding of the BEST standards, analyze appropriate instruction to align with the BEST standards, and create student tasks to align with the BEST standards.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Standards set clear and measurable goals. Standards inform educators about the outcomes of a course of study. Benchmarks guide educators' goals, so a well-planned lesson ensures all students can access quality education and reach their fullest potential.

**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.

Create and share a common understanding of the instructional expectations and goals during the pre-planning week.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** August 11, 2023

Utilize the Learning Arc Process with teachers to design lessons, instructional tasks, and assessments during PLCs and collaborative planning. Place the PLCs and collaborative planning sessions on the school calendar.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** The PLCs and planning sessions will be placed on the school calendar by August 3, 2023. The PLCs and collaborative planning sessions with teachers will occur once a week.

Provide teachers with a substitute so that they can collaboratively plan using the Learning Arc Process. Schedule the two dates with grade-level teams and place the dates on the school calendar.

**Person Responsible:** Alison Smith (alison.smith@polk-fl.net)

**By When:** The collaborative planning dates will be placed on the calendar by September 1.

Utilize district standards walk-through tool to conduct non-evaluative classroom walkthroughs focused on alignment of tasks with the full intent of the benchmarks, release of intellectual work to students, and use of appropriate equivalent experience. Use this information to guide PLC and collaborative planning discussions.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** Classroom walk-throughs will be conducted weekly using the standards walk-through tool.

Provide coaching support for teachers based on experience and capacity for providing benchmark-aligned instruction.

**Person Responsible:** Alison Smith (alison.smith@polk-fl.net)

**By When:** Based on walkthroughs, discussions in collaborative planning sessions, and student data, the instructional coach will provide ongoing support to teachers that need additional modeling and instructional planning.

Monthly data review with teachers to monitor proficiency/mastery of standards. Schedule the data meetings with teachers on the school calendar.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** Data meetings with teachers will be scheduled by August 3, 2023. Data review meetings with teachers will take place each month.

Share family engagement activities with families that support benchmark-aligned instruction through weekly communication folders, student agendas, and family involvement nights.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** Families will receive communication regarding the benchmarks each quarter. This will be done through family involvement nights or written communication in the agenda and weekly communication folder.

Create a schedule so the instructional paraprofessional can work with small groups of students daily to support the teacher's benchmark-aligned instruction.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** The schedule will be in place by August 11, 2023. The instructional paraprofessional will work with students daily.

**#2. Instructional Practice specifically relating to Intervention****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.

Students will receive data-driven, intentional instruction to provide skills students need in order to access learning grade-level standards at their full intent. To address deficiencies, students will receive additional, intentional support, and teachers will closely monitor progress in order to move to proficiency. Our students with disabilities and students in the Black subgroups show insufficient proficiency levels in ELA and math.

**Measurable Outcome:**

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

By Spring 2024, 60% of students in grades 3-5 eligible for Learning Gains will demonstrate a Learning Gain based on the ELA and math State Progress Monitoring Assessment (FAST). By Spring 2024, 41% of the Students with Disabilities and Black ESSA subgroups students will score proficient or higher on the ELA and math State Progress Monitoring Assessment (FAST).

**Monitoring:**

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

The area of focus will be monitored through weekly classroom walk-throughs from the administration and instructional coach to ensure fidelity of implementation of the intentional instruction during intervention time. During these non-evaluative walk-throughs, feedback will be given on instruction as well as the quality of the work students are completing during small group time. Additionally, we will meet monthly to monitor student progress through MTSS meetings.

**Person responsible for monitoring outcome:**

Chabre Timmons (chabre.timmons@polk-fl.net)

**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.)

To address the percentage of students making learning gains and the proficiency rate of students, we will focus on creating high-impact, small-group instruction utilizing research-based interventions in reading and math to be used by classroom teachers. We will increase the fidelity and effectiveness of MTSS for students struggling to master grade-level standards.

For ELA intervention, teachers will utilize Fountas & Pinnell's LLI intervention kits for KG-3rd grade and Florida Wonders and iStation intervention resources for 3rd-5th grade. Teachers will utilize Go Math, Freckle, and RedBird intervention resources for math intervention.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Using a structured intervention, teachers can help close student achievement gaps. Fountas & Pinnell's LLI, Florida Wonders, iStation, Go Math, Freckle, and Redbird are resources to assist teachers during intervention time.

**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.

Ensure the master schedule has a designated time for ELA and math intervention.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** August 3, 2023

The school-based leadership team will provide the teachers with the intervention times within the master schedule, share the intervention block expectations, and provide professional development regarding the research-based interventions that will be used during the intervention block.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** August 11, 2023

Create a walkthrough schedule that the administration will use to conduct classroom walkthroughs during intervention times to monitor the implementation of the research-based interventions being used in small groups.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** The schedule will be created by August 18, 2023. The classroom walks will occur weekly.

Create a tracking form to monitor student progress during monthly data meetings with teachers, and add monthly data meetings with teachers to the school calendar.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** August 11, 2023

Provide professional development on the MTSS process.

Provide teacher support on scheduling Tier 2 and Tier 3 interventions.

Provide teacher support on best interventions to utilize to address skill deficits.

Meet with all teachers monthly to review MTSS data.

Streamline documentation procedures for teachers to assist with providing high-quality documentation.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** Schedules, training, and documentation procedures will be completed by September 1, 2023. There will be monthly meetings with teachers to review data and support teachers.

Teachers will administer diagnostic assessments to determine individual needs.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** August 31, 2023

Utilize Fountas & Pinnell's LLI intervention kits for KG-3rd grade during intervention time for students falling below proficiency in ELA.

Utilize Florida Wonders and iStation intervention resources for grades 3-5 students.

Utilize Go Math, Freckle, and Redbird intervention resources for grades KG-5 students.

**Person Responsible:** Amy Weingarth (amy.weingarth@polk-fl.net)

**By When:** Teachers should have professional development on how to utilize the resources by September 1, 2023.



**#3. Positive Culture and Environment specifically relating to Early Warning System****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.

Highland City Elementary will establish and sustain a positive culture to support student outcomes. The targeted focus will be on increasing student attendance. Based on the Early Warning System data, there are 106 students that have been absent 10% or more days.

**Measurable Outcome:**

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

95% of students will have 90% or higher attendance. We will reduce our tardies by 15% each year compared to the prior year.

**Monitoring:**

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

Highland City Elementary will create and maintain environmental structures/systems that support a positive culture. We will implement student celebrations for attendance and limited tardies. We will also problem-solve with students and families with early attendance concerns.

**Person responsible for monitoring outcome:**

Amy Weingarth (amy.weingarth@polk-fl.net)

**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.)

Positive Behavioral Interventions and Supports (PBIS) is the evidence-based framework being implemented for this area of focus.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Positive Behavioral Interventions and Supports (PBIS) is a framework for building behavioral resources, increasing pro-social behavior, and enhancing school climate. PBIS is a prevention-oriented process that supports the needs of a school by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances students' academic and social behavior outcomes. The social-emotional connection teachers build with students through PBIS helps build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build a MTSS that is practical, durable, and available to all.

**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.

Form a PBIS leadership team and create a monthly meeting on the school calendar.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** August 21, 2023

Work with the PBiS leadership team to organize events and/or incentives for students who meet attendance goals and place them on the school calendar.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** August 31, 2023

Work with the PBiS leadership team to create a monitoring system and a data tracking form for student attendance and tardies.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** August 31, 2023

Work with the PBiS leadership team to establish and utilize problem-solving protocols for students with concerning data through meetings with students and follow-up sessions.

**Person Responsible:** Chabre Timmons (chabre.timmons@polk-fl.net)

**By When:** September 29, 2023

### **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).

The district uses processes to review school improvement funding allocations and ensures resources are allocated based on needs in multiple ways. Our leadership team completes a Title I Comprehensive Needs Assessment (CNA). The CNA is an important component of a continuous cycle for school improvement that allows the leadership team to review academic data, identify needs, and prioritize a plan of action to address the identified needs. This analysis also helps the leadership team to strategize the use of Title I funds. In addition, the funding allocations and resources are reviewed by the principal sharing the School Improvement Plan during a meeting with the Regional Assistant Superintendent and through a Data Com presentation to district stakeholders. These processes support the two of the ESSA subgroups (Students with Disabilities and Black) that were below 41% proficient at Highland City Elementary.

### **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**

Instructional Practice related to Reading/ELA is an Area of Focus for Highland City Elementary. 36% of students in kindergarten students, 32% of students in 1st grade, and 27% of students in 2nd grade scored below the 40th percentile of Early Literacy or STAR Reading assessments. In K-2 there were no groups that had 50% or more of students scoring below 40th percentile. However, we need to continue to build a strong foundation in reading and writing skills in order for our students to be successful readers.

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

Instructional Practice related to Reading/ELA is an Area of Focus for Highland City Elementary based on the rate of proficiency below 50% in 5th grade. Proficiency was measured using FAST progress monitoring 3 ELA data. 68% of 5th-grade students scored below a level 3. Lack of Reading/ELA proficiency in this grade level will make progressing successfully incredibly difficult. Students need a strong foundation in reading and writing skills in order to obtain and process the knowledge necessary to be a successful student.

**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**

By Spring 2024, 80% of students in kindergarten-2nd grade will fall within the proficient range on the state progress monitoring system. This goal was chosen because 69% of students in kindergarten-2nd grade ended the year proficient measured with STAR Early Literacy/STAR Reading.

## Grades 3-5 Measurable Outcomes

By Spring of 2024, we intend to increase proficiency in grades 3-5 on the ELA FAST as follows:  
3rd Grade: 54% to the goal of 59% proficient; 4th Grade: 59% to the goal of 64% proficient; 5th Grade: 67% to the goal of 72% proficient. These measurable outcomes were chosen by increasing the cohort of student's Spring 2023 proficiency by 5%.

## 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.

The Area of Focus will be monitored through walk-throughs by the administration and instructional coach to provide feedback on the use of research-based practices, release of work/thinking to students, and quality of instructional tasks. These walk-throughs will occur weekly and data will be added to a digital platform to identify instructional trends. The administration and the instructional coach will meet with teachers weekly to provide support in creating benchmark-aligned whole-group lessons and tasks to ensure they meet state expectations for the standards and benchmarks.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Weingarth, Amy, amy.weingarth@polk-fl.net

## 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?

To address the proficiency rate, we will address gaps in foundational literacy skills as well as a lack of appropriate grade-level instruction and tasks. First, we will create high-impact, small-group instruction utilizing Leveled Literacy Intervention (LLI) Resources from Fountas and Pinnell to fill in skill gaps in reading that are impeding student progress toward ELA proficiency. Groups will be determined through diagnostic assessments. Additionally, we will focus on designing benchmark-aligned instruction in ELA, providing appropriate equivalent experiences that will empower students to be successful on the progress monitoring assessments. We will accomplish this through the Learning Arc planning process to create a deep understanding of the state benchmarks at each grade level.

**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?

The development of LLI was driven by what prior research has established about how children learn to read, and what works best with struggling readers. The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found Fountas & Pinnell Leveled Literacy Intervention to have a positive effect on general reading achievement and reading fluency based on a comprehensive review of available evidence. Utilizing the Learning Arc planning process will help to ensure state benchmark-aligned instruction and instructional tasks are chosen.

**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
Provide Grade Appropriate Assignments and Strong Instruction in Reading/ELA.	
Literacy Leadership- The Literacy Leadership Team consisting of the principal, assistant principal, and literacy coach will utilize the Learning Arc planning process to facilitate PLCs and collaborative planning sessions to develop benchmark-aligned instruction in ELA, providing appropriate equivalent experiences that will develop proficiency in Reading/ELA for all students.	
Literacy Coaching & Professional Development- The Literacy Leadership Team will provide professional development to build the capacity of research-based best practices for standards-based instruction in order to help all students meet the expectations of grade-level standards.	Weingarth, Amy, amy.weingarth@polk-fl.net
Assessment- The Literacy Leadership Team will conduct weekly non-evaluative campus walkthroughs with feedback focused on the alignment of tasks with state benchmarks using the standards walk-through tool to ensure follow-through of lesson planning.	
Targeted Intervention utilizing Leveled Literacy Intervention (LLI) Resources from Fountas and Pinnell.	
Literacy Leadership- The Literacy Leadership Team consisting of the principal, assistant principal, and literacy coach will create a schedule for when LLI will take place in each grade level. The Literacy Leadership Team will also create schedules for instructional paraeducators to prioritize LLI groups in their schedules. The Literacy Leadership Team will collect weekly data and monitor the progress of LLI groups.	Timmons, Chabre, chabre.timmons@polk-fl.net
Literacy Coaching and Professional Learning- Provide ELA teachers and instructional paraprofessionals with training and continuing professional development in LLI.	
Assessment- Diagnostic benchmark assessments will be administered to determine individual needs in reading including instructional levels and skill deficits.	

## 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 School Improvement Plan and progress are shared with all stakeholders. The information will be shared through the Highland City Elementary webpage, <https://hce.polkschoolsfl.com/>, and in the Parent and Family Engagement Notebook located in the main school office. In addition, the information will be shared during the annual Parent and Family Title I meeting.

**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))

Highland City Elementary builds a positive relationship with parents, families, and community stakeholders through consistent communication and school events. As part of our efforts to build positive connections with parents, teachers, and community members, we utilize weekly communication folders, student and parent newsletters, agendas, our school website (<https://hce.polkschoolsfl.com/>), and digital communication platforms. These modes of communication ensure our stakeholders remain connected.

Through our Title I program, we are able to fund several parent and family engagement events, where we focus on educating stakeholders on ways to support their child's education at home. Volunteers are a vital part of Highland City Elementary. As part of our efforts to build positive connections with volunteers, a volunteer orientation is scheduled at the beginning of each school year. Collaborating with our volunteers enables us to share school improvement strategies. Our volunteers help support our positive school culture through their dedication and commitment to our students. In addition to our general volunteers, we partner with the United Way which provides us with Reading Pals. Our Reading Pals consistently visit our school on a weekly basis to work with our kindergarten students on building literacy.

Our community partners include TBA Church, Cannon Subaru, Joy Morse: State Farm, Give Well Community Foundation, UF/IAS, which provide for our students through donations of time, money, or resources. TBA annually provides essential items for students and teachers and collaborates on events held at HCE. TBA extends its partnership to support the academic and social growth of our students. Twice a week, TBA provides afternoon tutoring and homework help for a group of our students in need of support. Our teachers and the administrative team keep in close contact with the volunteers of TBA's Homework Hub to ensure they know which resources are available to the students and how they can offer the best support. Our other community partners annually donate books, grant funding, and school supplies to enrich our students' learning throughout the year.

Our School Advisory Council is an essential part of the success of Highland City Elementary. Our SAC is composed of Highland City Elementary staff, parents, and community partners. Our SAC meets a minimum of four times a year to make school improvement decisions, discuss the ongoing data, organize events and school communications, and review Title I procedures.

**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)**

We will use Title I funds to strengthen the academic program at Highland City Elementary. The additional supplemental staff, which include an academic coach, and an instructional paraprofessional will provide additional assistance to strengthen our academic program. The academic coach will collaborate with teachers to plan standards-based lessons and also model highly effective lessons for classroom teachers. The instructional paraprofessional will work with small groups of students to provide additional academic support. Additionally, Title I funds will support paying for substitutes so that teachers have the opportunity to review student data and collaboratively plan lessons.

**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))**



Our leadership team completes a Title I Comprehensive Needs Assessment (CNA). The CNA is an important component of a continuous cycle for school improvement that allows the leadership team to review academic data, identify needs, and prioritize a plan of action to address the identified needs. This analysis also helps the leadership team to strategize the use of Title I funds. The School Improvement Plan, including the funding allocations and resources, is reviewed by the principal sharing the School Improvement Plan during a meeting with the Regional Assistant Superintendent and through a Data Com presentation to district stakeholders.

### **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))**

Our school follows the district's mission to provide mental health services through the implementation of the Marjory Stoneman Douglas School Safety Act by advocating for social-emotional wellness and connecting students, their families, and the schools through collaboration with community providers. Students have the opportunity to be involved in individual or group counseling. Our school-based team also collaborates with community providers to support students. A thorough list of services, resources, and providers can be found at: <https://polkschoolsfl.com/mentalhealth/>.

#### **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))**

We promote college and career readiness at the elementary level through classroom discussions and the Great American Teach-In. We also discuss opportunities students will have at the secondary level during building capacity events.

#### **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).**

School-wide models that we use include MTSS and PBIS. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. Key components of MTSS include tiers of interventions that can be amplified in response to levels of need and ongoing data collection, and continual assessment. Positive Behavioral Interventions and Supports (PBIS) is a framework for building behavioral resources, increasing pro-social behavior, and enhancing school climate. PBIS is a prevention-oriented process that supports the needs of a school by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances students' academic and social behavior outcomes. The social-emotional connection teachers build with students through PBIS helps build a positive school climate. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build a MTSS that is practical, durable, and available to all.

#### **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))**



Our school incorporates Professional Learning Communities to improve instruction and analyze student data. Our staff works together through grade-level team meetings, collaborative planning sessions, school-based committees, and vertical teams to implement our School Improvement Plan.

**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))**

Our school offers Kindergarten Round-Up, Kindergarten Readiness Camp, and VPK to assist preschool children in transition to the elementary program.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes