

Polk County Public Schools

Highlands Grove Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

www.polk-fl.net/highlandsgrove

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 Highlands Grove Elementary is to provide a high quality education for all students.

Provide the school's vision statement.

The vision of Highlands Grove Elementary is that all students reach their maximum potential through their engagement in a high quality education and building positive relationships with the staff and their peers. Highlands Grove Elementary believes in providing students with a challenging and relevant curriculum aligned to the state standards where students have opportunities to work together to solve problems and take ownership over their own learning in a safe and inclusive environment.

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
Kulcher, Lyndsy	Principal	<p>The role of a principal is to provide strategic direction for the school. Principals evaluate curriculum and instruction, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The principal sets clear expectations for instruction to all stakeholders through effective communication. The principal works with the leadership team to discuss barriers and instructional strategies to decrease gaps and increase proficiency. They use past and current data from many different sources with team members and set performance objectives for both students and staff based on that data. They seek input from teacher leaders in all areas of school improvement and use that feedback to better understand the barriers and determine the effectiveness of instructional strategies and professional development needed, and next steps needed to move the students forward. Additionally, administrators research and acquire new materials and resources to improve the experience of both students and teachers. It is the administrations' responsibility to ensure that school facilities remain safe for students and faculty.</p>
Norquist, Brenda	Assistant Principal	<p>The role of the Assistant Principal is to support the Principal with the strategic direction of the school. The Assistant Principal works with the Principal to ensure the mission and vision are clear to all stakeholders. Administration works with the leadership team to discuss barriers and instructional strategies to decrease gaps and increase proficiency. They will share past and current data from many different sources with team members and set performance objectives for both students and staff based on that data. Administration seeks input from teacher leaders in all areas of school improvement and use that feedback to better understand the barriers and determine the effectiveness of instructional strategies and professional development needed, and next steps needed to move the students forward. Additionally, administrators research and acquire new materials and resources to improve the experience of both students and teachers. It is the administrations' responsibility to ensure that school facilities remain safe for students and faculty.</p>
Wilkerson, Jihan	School Counselor	<p>The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
<p>Kornbrust, Kathleen</p>	<p>School Counselor</p>	<p>The School Counselor aligns with the district’s mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
<p>Hippeli, Danielle</p>	<p>Instructional Coach</p>	<p>The role of an instructional coach is to work as a colleague with classroom teachers to support student learning in all content areas while carrying out the vision of administration. Instructional Coaches will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan.</p> <p>The Reading Coach will be responsible for the following:</p> <ul style="list-style-type: none"> Collaborative Planning Coaching Cycle Data Analysis Professional Development SIP Planning Family Engagement
<p>Loya, Joanna</p>	<p>Instructional Media</p>	<p>The Media Specialist is responsible for promoting, supporting and encouraging literacy; maintaining library collection, assisting students, staff and community in utilizing library resources, performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library and curriculum materials. The Media Specialist uses STAR data to determine needs of the school and individual students. The Media Specialist shares information with the Instructional Leadership Team to help make instructional decisions for the school.</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.

The School Based Leadership Team (SBLT) meets twice a month to discuss the progress of the school in relation to the School Improvement Plan (SIP). The SIP is shared with all teachers at the beginning of the school year and is revisited quarterly during Professional Learning Communities (PLC). Teacher input is gathered through both grade level chair meetings and during the PLCs when the SIP is reviewed. The SIP is also shared at each of the School Advisory Council (SAC) meetings where parents and community members are free to ask questions and share ideas with the SBLT.

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 meets twice a month which will include a discussion of the SIP at each meeting. In order to keep the SIP as the driver of our school's improvement, it is imperative it is referred to and used as guidance when we are looking at data and making decisions for the school. Throughout the school year, strategies and resources will be added as we see fit as a response to student data points that are being monitored. The SBLT will be intentional about not only monitoring data schoolwide but in each subgroup to ensure every students' needs are being met.

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	44%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	2021-22: A
	2019-20: B
	2018-19: B
	2017-18: A
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	0	13	16	15	8	16	0	0	0	68
One or more suspensions	0	5	5	3	4	18	0	0	0	35
Course failure in English Language Arts (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	0	21	27	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	0	20	19	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	13	16	18	21	0	0	0	77

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	7	4	10	26	23	29	0	0	0	99

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	3	0	7	0	1	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	13	16	15	8	16	14	0	0	0	82
One or more suspensions	5	5	3	4	18	8	0	0	0	43
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	21	27	15	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	20	29	14	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	24	22	27	310	28	0	0	0	432

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	11	9	9	8	27	35	0	0	0	99

The number of students identified retained:

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

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	13	16	15	8	16	14	0	0	0	82
One or more suspensions	5	5	3	4	18	8	0	0	0	43
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	21	27	15	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	20	29	14	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	24	22	27	310	28	0	0	0	432

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	11	9	9	8	27	35	0	0	0	99

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	0	7	0	1	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	64	45	53	64	47	56	61		
ELA Learning Gains				60			45		
ELA Lowest 25th Percentile				39			33		
Math Achievement*	78	49	59	77	42	50	70		
Math Learning Gains				72			61		
Math Lowest 25th Percentile				59			48		
Science Achievement*	67	41	54	63	49	59	46		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	66	54	59	74			26		

* 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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	8
Percent Tested	99
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	30	Yes	4	1
ELL	56			
AMI				
ASN	85			
BLK	31	Yes	1	1
HSP	59			
MUL	87			
PAC				
WHT	81			

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%
FRL	57			

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	40	Yes	3	
ELL	51			
AMI				
ASN				
BLK	49			
HSP	57			
MUL	58			
PAC				
WHT	73			
FRL	54			

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	64			78			67					66
SWD	26			43			25				4	
ELL	32			71							3	66
AMI												
ASN	77			92							2	
BLK	32			34			31				4	
HSP	55			79			42				5	60
MUL	91			82							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	72			85			83				4	
FRL	51			68			44				5	63

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	64	60	39	77	72	59	63					74
SWD	24	39	41	43	59	60	16					
ELL	26	52	50	50	59	62	37					74
AMI												
ASN												
BLK	40	36		51	63	60	43					
HSP	54	54	37	66	66	57	49					69
MUL	50	64		46	70							
PAC												
WHT	76	69	50	90	76	67	81					
FRL	47	44	31	66	67	53	48					74

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	61	45	33	70	61	48	46					26
SWD	21	23	15	35	50	60	9					
ELL	38	29		44	47							26
AMI												
ASN												
BLK	29	29		44	36	36	9					
HSP	51	42		57	60		37					31
MUL	75			75								
PAC												
WHT	72	54		81	70		65					
FRL	46	50	44	55	47	44	32					31

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	62%	43%	19%	54%	8%
04	2023 - Spring	67%	53%	14%	58%	9%
03	2023 - Spring	68%	42%	26%	50%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	77%	51%	26%	59%	18%
04	2023 - Spring	82%	56%	26%	61%	21%
05	2023 - Spring	75%	44%	31%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	39%	26%	51%	14%

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.

According to FAST PM 3 ELA data, overall proficiency was 66% which was a 2% increase in proficiency from the previous year. Students in 5th grade scored 63% which was a 2% increase in proficiency from the previous year, but the lowest proficiency percentage for Highlands Grove students in grades 3-5 on FAST PM 3.

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

According to FSA 21-22 data, the learning gains with our lowest quartile of students declined from the 18-19 school year by 9%. FAST PM 3 data does not allow for a learning gains calculation, however, due to the previous data in this cell it is an area that will be closely monitored.

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.

State Average ELA - 52%, Highlands Grove ELA - 66% (14% higher than state)
State Average Math - 52%, Highlands Grove Math - 75% (23% higher than state)
State Average Science - 48%, Highlands Grove Science - 67% (19% higher than state)

Since we are ahead of the state in all areas, we will focus on the area that we have the smallest gain which is ELA. Currently, we lead the state average by 14%, but will continue to make this our focus area to improve on our overall percentage.

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

According to 3 year trend data on the Statewide Science Assessment, Highlands Grove has improved 19% since the Spring 2021 assessment. This increase is due to strategic and intentional planning for Science instruction in all grade levels.

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

A total of 55 students in grades 3-5 are considered to be deficient in reading.

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

1. Increase proficiency in ELA, Math and Science by 2% in each area.
2. Increase overall learning gains in ELA and Math by 3% in each area.
3. Increase learning gains in ELA with our lowest quartile students by 5%.
4. Increase proficiency with our SWD by 3% to achieve acceptable subgroup percentage.

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 Small Group 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.

According to FSA 21-22 data, the learning gains with our lowest quartile of students declined from the 18-19 school year by 9% from 48% (18-19) to 39% (21-22). Learning gains in ELA with the lowest quartile students is a priority for the 23-24 school year.

Measurable Outcome:

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

Using FAST PM 3 data from Spring of 2023 to Spring of 2024 we will show a 5% increase in learning gains in ELA for the students in the lowest quartile raising the overall percentage from 39% to 44%.

Monitoring:

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

Lowest quartile students will be monitored using FAST PM 1 and 2 data, as well as formative and summative assessments used within the classroom. Grade level teams will meet monthly with the leadership team to discuss progress of L25 students.

Person responsible for monitoring outcome:

Lyndsy Kulcher (lyndsy.kulcher@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.)

Students in the lowest quartile will be screened for SIPPS to determine if their level of need. FAST reports and benchmark data will also be used to determine specific benchmarks that need to be targeted for intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SIPPS intervention will help deficient readers increase their reading abilities. Using FAST reports to identify specific benchmarks ensures student needs are being addressed in benchmark based skill groups.

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.

Small Group Instruction Support Plan

1. Identify students who did not make learning gains on the state assessment.
2. Identify students who need MTSS support.
3. Analyze FAST reports to determine specific gaps in the mastery of specific benchmarks for students not making learning gains.
4. Teachers will use various data sources (formatives, summatives, PM data) to determine the skills

students are lacking.

5. Students lacking phonics skills will receive daily instruction using SIPPS.

6. Instructional Coach will support teachers to use appropriate resources for small group lessons.

7. Train paras to use planned lessons with targeted small groups of students with fidelity.

Person Responsible: Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

By When: SIPPS and benchmark groups will take place daily through the end of the school year.

#2. 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.

In the 2021-22 school year, students at Highlands Grove received 203 referrals. In the 2022-23 school year, the number of referrals decreased by 8%, totaling 175. We would like to continue this downward trend of student referrals.

in the 2022-23 school year, male students (all races) received 187 days of Out of School Suspension (OSS), while female students received 8 days of OSS.

Measurable Outcome:

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

By the end of the 2023-24 school year, our goal is to decrease overall referrals by an additional 3% bringing our total to 170.

By the end of the 2023-24 school year, the number of male student OSS days will decrease by 5% bringing the total number of days down to 177.

Monitoring:

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

Student referral and consequence data will be reviewed monthly by the PBIS team. Based on data findings, the PBIS team will determine if adjustments need to be made to the House system and the implementation of the character education program.

Male student OSS days will be monitored to determine if we need to create a boys group or other program to support the behavior needs of specific students.

Person responsible for monitoring outcome:

Brenda Norquist (brenda.norquist@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.)

Sanford Harmony SEL, an evidence based social emotional learning program that has been a leader in social and emotional learning will be used as our guide during daily morning meetings. Morning meetings build a sense of community within the classroom while teaching students how to interact with one another and with adults. Full Harmony lessons will be taught school-wide on early dismissal days. Teachers who need support in how to facilitate the morning meeting will have it modeled in their classroom by a member of the PBIS team in order for the whole school approach to be successful and meet our intended outcome.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Sanford Harmony SEL is the district provided resource for social emotional learning. According to Sanford Harmony SEL, "schools, educators, out-of-school providers, and families trust Harmony to deliver evidence-based, results-driven resources informed by timely and thorough SEL research. As the fastest-growing SEL provider in the country, our program continues to undergo development, evaluation, and improvement by academic experts in education."

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.

Highlands Grove has implemented the House system for our PBIS program. This system places each child and staff member into a House which will promote building relationships across grade levels and create a sense of belonging within our large population (student body and staff). Each House embodies a character trait that has been specially chosen to align with the vision of our school and has culturally diverse figure heads who exemplify that character trait. Through the use of earning points, the system encourages healthy competition between Houses and it shows students that as individuals they are part of the greater whole community at HGE. Using the House approach as our PBIS system will also provide us with tracking documentation and the necessary data to impact our students' behavior over the long term. Additionally, since each House is comprised of staff members from various grade levels and other positions across the school, it promotes making connections with staff outside of a staff member's grade level or department creating a sense of belonging for all staff.

Person Responsible: Joanna Loya (joanna.zammitoloya@polk-fl.net)

By When: On going throughout the year.

Character education will be a focus using "Keys to Character" and Sanford Harmony SEL reinforcing our core values and positive character traits of each House. The character traits will be taught and embedded in the news show, during morning meeting, embedded in instruction as often as possible, and in the library and other specials area classes. Focusing on one trait per month will allow us to have a common vocabulary and understanding of each of the values. Exemplifying any of the values will be an area in which students can earn points for their House, further solidifying the high expectations we have for our students' conduct and behavior.

Person Responsible: Joanna Loya (joanna.zammitoloya@polk-fl.net)

By When: On going throughout the year.

#3. 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.

According to Spring 2023 FAST data, 33% of students in grades 3-5 are not proficient in ELA, 23% of students in grades 3-5 are not proficient in Math, and 35% of students in grade 5 are not proficient in Science.

Measurable Outcome:

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

According to FAST PM 3 data in Spring of 2023, Highlands Grove proficiency rates are as follows:

ELA - 66%

Math - 75%

Science - 67%

By Spring 2024, FAST PM 3 data will show a 3% increase in all content areas:

ELA - 69%

Math - 78%

Science - 70%

Monitoring:

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

Teachers will participate in collaborative planning weekly using the Learning Arc framework to guide their discussion of teaching the benchmarks.

Using the Qualtrics classroom walkthrough tool, instruction and instructional materials will be monitored weekly. This walkthrough tool will allow us to ensure students are being presented with equivalent experience tasks. Data from the classroom walkthroughs will be discussed bi-weekly at leadership meetings to develop action steps with teachers as needed.

Person responsible for monitoring outcome:

Lyndsy Kulcher (lyndsy.kulcher@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.)

Teachers will use their collaborative planning time to develop and refine Learning Arcs to ensure instruction, tasks and assessments are aligned to the intent of the benchmark.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Learning Arc provides teachers with a framework to discuss benchmarks and objectives, ensures tasks are aligned using quality resources, and that assessments are used both as formative and summative measures.

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.

Learning Arc Framework

1. Classroom observations by the administration using Journey and the Standards Walkthrough Tool to ensure the implementation of the standards and the assigned tasks.
2. Analysis of student products, formative and summative assessment data, to ensure tasks are at grade level.
3. Weekly collaborative planning with Instructional Coaches, utilizing the Learning Arc Framework to ensure grade level tasks are being used in classrooms.
4. Instructional Coaches will meet with each grade level for a Collaborative Planning Day once per year.
5. Teachers, paras and/or support staff will work with small groups of students daily in all grade levels in the areas of ELA and Math to support instruction of standards using grade level materials.

Person Responsible: Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

By When: Weekly through the end of the school year.

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

in the past three years, the Students with Disabilities (SWD) subgroup at Highlands Grove has not met the 41% threshold for proficiency in ELA.

Measurable Outcome:

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

On the Spring 2024 FAST PM 3, SWD will increase the overall proficiency average from 40% to 41%.

Monitoring:

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

The SWD subgroup will be monitored ensuring the students in this group are receiving their required services by the ESE teacher, as well as receiving additional support from the classroom or support teacher through skill based small groups. Administration will monitor weekly by visiting classrooms to ensure student needs are being met.

Person responsible for monitoring outcome:

Lyndsy Kulcher (lyndsy.kulcher@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.)

SWD will be placed in either SIPPS intervention group or a skill based group (using data from various assessment sources) for intervention. Progress will be monitored by classroom teacher and leadership team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Specifically targeting areas of need will ensure student deficiencies are being addressed. When multiple areas of deficiency are present, the area of greatest need will take precedence to work towards closing achievement gaps.

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.

SWD subgroup will be identified by leadership team.
 Required services will be implemented by ESE teacher.
 Additional services will be provided by classroom or support teacher.
 Fidelity will be monitored by administration.

Person Responsible: Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

By When: Fidelity will be monitored weekly through the end of the school year.

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).

Various components are used to determine the Title 1 funding. Every year schools complete a Comprehensive Needs Assessment outlining school specific needs. Additionally, Principals present their schools data and their needs at Data Com to a district team comprised of members from all departments ranging from instructional personnel to facilities. During this presentation, principals are offered the opportunity to explain their schools specific needs and have a chance to answer questions the district departments may have in order to best meet individual school needs. Throughout the summer, school administrators are provided professional development and trainings that are both self-selected and assigned. These trainings allow for schools to get professional development on areas that will best fit their school's needs. Regional Superintendents carefully monitor their schools, providing support as needed.

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

N/A

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

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the 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

N/A

Grades 3-5 Measurable Outcomes

N/A

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.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

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 is shared through a variety of methods including the school's webpage, paper copies in the front office, at the Title I Annual Meeting, PTO Meetings, and at SAC Meetings three times a year. The School Improvement Plan is also shared with teachers various times throughout the year during PLCs. Each time the SIP is shared feedback and questions are always welcome.

School webpage - <https://highlandsgrove.polkschoolsfl.com/>

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))

Highlands Grove Elementary believes in building a school culture in which all stakeholders feel heard and valued. Family Engagement events are planned that include both an academic focus as well as a providing a fun atmosphere to enjoy as a family. Families are invited to multiple events throughout the year both during the school day and after school hours. During Family Engagement events, families are provided opportunities to learn new strategies to help their children and are offered resources that can be used at home.

Teachers are provided Professional Development as needed on ways to communicate and interact with families to help strengthen to school to home relationship.

Conferences are held for each student at least once a year in person and are scheduled as needed for specific students. During conferences, student academic data is shared and explained, as well as, behavior glows and grows.

Throughout the year, paper and electronic surveys are sent to parents to gather feedback on events and other school related issues.

School webpage - <https://highlandsgrove.polkschoolsfl.com/>

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)

Every year Highlands Grove strives to exceed the previous year's success. This will be achieved by using teacher planning time effectively, ensuring teacher instruction and student tasks meet the intent of the state benchmark and intentionally planning for small group and interventions for each student.

Classroom walks will be conducted weekly by admin and the school based coach to identify areas of need. Once identified action plans will be developed and executed to ensure all teachers and students are supported in order to achieve success. One particular area of focus will be increasing learning gains in ELA with the students in our lowest quartile. This will be done through careful planning and monitoring of instruction for this group of 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))

This plan is developed through the use of a variety of resources and programs. Every year schools complete a Comprehensive Needs Assessment outlining school specific needs. Additionally, Principals present their schools data and their needs at Data Com to a district team comprised of members from all departments ranging from instructional personnel to facilities. During this presentation, principals are offered the opportunity to explain their schools specific needs and have a chance to answer questions the district departments may have in order to best meet individual school needs. Throughout the summer, school administrators are provided professional development and trainings that are both self-selected and assigned. These trainings allow for schools to get professional development on areas that will best fit their school's needs. Regional Superintendents carefully monitor their schools, providing support as needed.

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))

Students are provided services based on either the school's identification of a need or parent request. Multiple resources are used and are selected based on individual student need. Students may meet with the school counselor, psychologist, mental health therapist or outside counseling services as identified on their individual plans after consent and all required meetings with parents.

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))

Not applicable.

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).

MTSS is used for both academics and behavior. Students are identified through using progress monitoring data and teacher input. As students are identified, teachers then work with the school counselors to begin the tiered support plan for each individual child. Grade level teams meet monthly with the SBLT to discuss MTSS students and can meet as often as necessary with the school counselor and MTSS team.

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))

Teachers and paras are provided Professional Development on both academic and behavior needs as identified by the SBLT using multiple data sources. Teachers are provided PD on Staff Development Days and during PLCs. Paras are provided Professional Development on Early Release 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))

VPK and ESE Pre-K students entering Kindergarten the following year visit Kindergarten classrooms (supervised by Preschool teacher) multiple times at the end of a school year to become comfortable with their next setting.

Each year the school hosts a Kindergarten Round Up event in each school, grade level and classroom information is presented. It is also a time for parents to ask questions to gain a better understanding of Kindergarten expectations. Families are also provided the opportunity to tour the school and classrooms at Kindergarten Round Up.

The district also offers a summer kindergarten readiness program which is heavily advertised by the school to ensure as many as our incoming Kindergarteners are exposed to a classroom prior to entering Kindergarten. Preschool teachers work closely with Kindergarten teachers to ensure they are implementing requests made by Kindergarten teachers to help prepare the incoming students.

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: Small Group Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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