Highbanks Learning Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Highbanks Learning Center

336 E HIGHBANKS RD, Debary, FL 32713

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

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.

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

Provide the school's vision statement.

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

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

Name	Position Title	Job Duties and Responsibilities
		increasing student engagement, improving student achievement, and building teacher capacity
Smith, Patricia	Teacher, ESE	Responsible for bringing evidence-based practices into and relevant information back to the ESE department by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity
Rea, Nicholas	Teacher, Adult	Responsible for bringing evidence-based practices into and relevant information back to the curriculum department/teachers of Highbanks Learning Center by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity
Haigh, Tracy		Act as assistant to school assistant principals and principal of Highbanks Learning Center. Carry out the general policies and regulations of the District of Volusia County, under direction of Mr. Strother, Mr. Kent or Mr. Williams. May perform any of the principal's duties as assigned by the principal including but not limited to discipline, testing, exceptional student education, facilities, and safety and security.

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.

At Highbanks Learning Center, ESSA data (All categories) is all we focus on. Our students are assigned to Highbanks by a District Placement Committee (DSPC). These students get to DSPC by not being successful on their home school campus; they have committed several infractions such as fighting, eloping, use of drugs, etc. The school leadership team generally looks at EWS data as well at MTSS data on all students who come through our school to determine what the needs are for that student. Based on the data, we put supports into place for the student such as counseling and/or an extra core class such as ELA, Math, Science, or Social Studies class if they are struggling with that content. We also have orientations that include the students and parents where their academic status is discussed with the School Counselor as well as any other concerns that the parent and/or student may have and a plan for that child is developed.

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 plan will be monitored through administrative walk-throughs of classrooms and data derived from Progress Monitoring Assessments as well as class grades. Debriefs of the data collected will occur in bi-weekly administrative meetings. Information and feedback for strengthening instructional practices will be disseminated to teachers through meetings such as Faculty Meetings, PLCs, 1 on 1 feedback sessions and emails as appropriate. The SIP plan will be adjusted as necessary as a result of the data analysis; determined by the School Leadership Team. In addition, A SIP review will take place at mid-year which is a structed progress monitoring of our focus areas and helps us determine what additional supports and resources are needed.

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)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	1	1	0	3	0	21	42	31	99
One or more suspensions	0	0	0	0	2	0	10	20	8	40
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	2	0	14	33	28	77
Level 1 on statewide Math assessment	0	0	0	0	3	0	13	28	26	70
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	

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	3	5	0	8
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	0	2	0	3	0	1	15	14	19	77
One or more suspensions	0	1	0	3	0	1	14	14	17	71
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	1	0	1	9	13	15	52
Level 1 on statewide Math assessment	0	0	0	1	0	1	12	13	15	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	0	1	7	9	4	27

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	1	0	3	0	1	14	14	18	72

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

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	0	2	0	3	0	1	15	14	19	54
One or more suspensions	0	1	0	3	0	1	14	14	17	50
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	1	0	1	9	13	15	39
Level 1 on statewide Math assessment	0	0	0	1	0	1	12	13	15	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	0	1	7	9	4	23

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	1	0	3	0	1	14	14	18	51

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	1	0	0	4	2	2	9
Students retained two or more times	0	0	0	0	0	0	1	2	1	4

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*		48	53		49	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		45	55		32	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		56	52		45	54			
Social Studies Achievement*		64	68		52	59			
Middle School Acceleration		53	70		44	51			
Graduation Rate		76	74		52	50			
College and Career Acceleration		43	53		62	70			
ELP Progress		58	55		68	70			

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				

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%
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												

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
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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
10	2023 - Spring	*	45%	*	50%	*
07	2023 - Spring	10%	44%	-34%	47%	-37%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	39%	-39%	47%	-47%
09	2023 - Spring	7%	44%	-37%	48%	-41%
04	2023 - Spring	*	57%	*	58%	*
06	2023 - Spring	25%	42%	-17%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	49%	-24%	54%	-29%
07	2023 - Spring	15%	44%	-29%	48%	-33%
04	2023 - Spring	*	59%	*	61%	*
08	2023 - Spring	7%	37%	-30%	55%	-48%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	47%	-47%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	32%	-22%	50%	-40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	39%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	65%	-47%	66%	-48%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	57%	*	63%	*

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.

As a result of being an alternative school where students are placed periodically throughout the year from various schools across the district, we do not have academic data to accurately answer this question

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

As a result of being an alternative school where students are placed periodically throughout the year from various schools across the district, we do not have academic data to accurately answer this question

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.

As a result of being an alternative school where students are placed periodically throughout the year from various schools across the district, we do not have academic data to accurately answer this question

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

Using the Edgenuity educational program and course completions, Course and Credit completion showed the most improvement. We will implement a system of refined practices to support the areas of Professional Development for instructors and staff, reading interventions, social emotional training, PLC meetings and progress monitoring tools for tracking. Increased course completion towards remediation goal resulting in student transferring back to zone school and grade level by credit or quality points and potentially with the students original graduation cohort.

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

Although we increased average daily attendance from 50 percent to 75 percent from the 2021 to 2022 school year, we are still lower than the district and state average.

We also decreased behavioral incidents from the previous year, by more than 60%.

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

Our highest priority will be continuing to make progress in helping students with daily attendance, decreasing behavior infractions, decision making and retrieving credit not potentially earned from previous school years. With these decreasing, we will help students get back on track academically in regards to credit retrieval and state scores.

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

#1. ESSA Subgroup specifically relating to 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.

SWD performance achievement in ELA and Math will be the area of focus as revealed through state assessment data. There is a deficit in SWD student performance in ELA and Math, with a Federal Index Score lower that the 41% required. With an increase in focus aligned instruction and tasks student proficiency will increase.

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

By May 2024, 41% of SWD students will demonstrate proficiency on ELA and Math Progress Monitoring 3. Tool Additionally, 100% of teachers will be teaching benchmark aligned instruction in Math and ELA through Edgenuity and Specific Designed Instruction. Ultimately, Highbanks Learning Centers will meet the Federal Index proficiency percentage of 41%.

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

Progress monitoring will occur through frequent classroom walk-through observations using an instructional look-for tool as well as student performance on program based, district and state assessments.

Person responsible for monitoring outcome:

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

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

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The evidence-based interventions Highbanks Learning Center will implement are the following four instructional strategies:

benchmark aligned instruction
alignment of benchmark to task
student collaboration,
higher-order questioning.

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 4 - Demonstrates a Rationale

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.

Professional Development with faculty and staff on the four evidence-based strategies (look-fors)

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

By When: School leadership will develop and implement a walk-through tool aligned to the evidence-based practices (look-fors). School leaders will collect data to identify fidelity implementation and providing effective instructional feedback

#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.

Highbanks Learning Centers will continue to implement PBIS to address EWS students as well as the entire school to promote a positive school culture and environment. By effectively using PBIS, students will understand schoolwide expectations, teachers will have multiple high-quality strategies for classroom management and incentives and interventions. Additionally, PBIS implementation will increase student engagement and teacher
efficacy

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

Highbanks Learning Centers will decrease discipline referrals by 5%, 10+ day absences for students and teachers by 5% and increase utilization of the PBIS Rewards incentive by teachers and students.

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

EWS and PBIS data will be reviewed during administrative meetings as well as Stock Take meetings and shared with staff during faculty meetings.

Person responsible for monitoring outcome:

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

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

The evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored: • Office Discipline Referrals will be monitored by the school based MTSS planning team and by the school based PBIS PLCs on a monthly basis. • Fidelity checklists will be monitored by the PBIS District Coordinator, Dr. Mandy Ellzey, following the close of the reporting windows for fall reporting, spring reporting and year end. This data will also be monitored by the PBIS teams to be used for progress monitoring and planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

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 4 - Demonstrates a Rationale

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.

Introduction of next level PBIS to the faculty of Highbanks Learning Centers via faculty meetings and professional development during PLC's.

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

By When: By October 13, 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).

Highbanks Learning Center will use school and district funding as needed, in collaboration with our school community and district, to obtain resources necessary to improve and support student learning and increase in achievement.

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.

All stakeholders are able to access through our school's webpage at https://www.vcsedu.org/directory/schools/highbanks as well as the presentations to faculty and staff, the school advisory counsil and to parents at open house.

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))

Counselors, Behavior Specialist and Mental Health Specialist will hold meetings to provide support for parents. Highbanks Learning Centers Family Engagement Plan is made publicly available on site and through our website at https://www.vcsedu.org/directory/schools/highbanks. Teachers will communicate positive behaviors and achievements with parents and other stakeholders regularly through the year.

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))

Teachers will have support through intervention, PBIS, coaching, and administration to strengthen their practice. PLC's will aide teachers with incorporate best practices and rigor in their instruction. Students are assigned to Highbanks Learning Centers through disciplinary actions, expulsion and manifestation meetings and IEP committee meetings based on academic need. Students are then educated through a blended learning program that is based on the core academic needs. These courses are taught by certified content curriculum teachers in all areas. Course Remediation are available based on need in all secondary core curriculum classes, if course remediation is not needed, academic electives are offered for career and college research, critical thinking skills and SkillStruck coding.

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 school, like the district continues to offer Free lunch to all students attending school. Academics are supported through district based curriculum specialists, academic coaches that work with our elementary teachers and a teacher on assignment that works with both elementary and secondary teachers and students. Through our school counselor and outside agencies, we provide information to parents and guardians in regards to housing, clothing, food banks and community resources.

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))

The school has a mental health and behavior specialist that is designated to helping the students at Highbanks Learning Centers daily. Through individual and group sessions, students are taught social and coping skills to help with behaviors, emotions and academics. We also incorporate speakers that provide encouragement based on being in an Alt Ed program in their lifetime.

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 have monthly meetings with students to introduce members of the community based on interests to our students, where they share opportunities in the workforce and build a network to help students realize career
opportunities.

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).

We are continuing a successful PBIS system that was in its initial phase last school, mental health counselor, and behavior specialist to help support students and address behavior and mental health of

students. We also follow the district wide MTSS tiered system where we can identify students that need interventions both academically and behaviorally.

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))

The professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments is accomplished through professional development days, PLC's, and district and school ERPL dates. Topics include lesson plan development, Performance Matters for Data, MTSS, ESE strategies, and various other learning topics to help develop all staff members.

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))

N/A

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: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$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.

No