



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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Highland Elementary School  
500 HIGHLAND AVE  
Lake Worth, FL 33460  
561-202-0500  
[www.edline.net/pages/highland\\_elementary](http://www.edline.net/pages/highland_elementary)

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## School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>Yes       | <b>Free and Reduced Lunch Rate</b><br>99% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>96%               |

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## School Grades History

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|                     |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>C | <b>2012-13</b><br>D | <b>2011-12</b><br>C | <b>2010-11</b><br>C | <b>2009-10</b><br>C |
|---------------------|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED          |
|-------------|--------|--------------|
| Prevent     | 5      | Gayle Sitter |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

**School**

Highland Elementary School

**Principal**

Brian Killeen

**School Advisory Council chair**

Ana Maria Mancini

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name              | Title                       |
|-------------------|-----------------------------|
| Brian Killeen     | Principal                   |
| Erin Walsh        | Assistant Principal         |
| Ana Maria Mancini | Reading Coach               |
| Cynthia Archer    | Math Coach                  |
| Liz Buzzanca      | Science Coach/5th Gr. Chair |
| Christian Kahler  | RtI Facilitator             |
| Cynthia Southard  | ESE Coordinator             |
| Tiffany Beagle    | 4th Grade Chair             |
| Maureen Flynn     | 3rd Grade Chair             |
| Debbie Palermo    | 2nd Grade Chair             |
| Patricia Salas    | 1st Grade Chair             |
| Katie Leach       | Kindergarten Chair          |

#### District-Level Information

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

- Ana Maria Mancini - Teacher, SAC Chair
- Brian Killeen - Principal
- Erin Walsh - Asst. Principal

Sophia Caraballo - Education Support Employee  
Emmanuel Fergile - Teacher  
Kathy Harrison - Director  
Edna Martinez - Parent/District Employee  
Jaime Lee Brown - Community Representative  
Dimaris Sharma - Parent  
Kathy Wall - Community Representative

**Involvement of the SAC in the development of the SIP**

Our SAC provides oversight for the development, revision and implementation of the School Improvement Plan (SIP). As each part of the SIP is developed, the SAC members participate in discussions, suggest revisions, approves the each phase of initial plan and finally approves the overall plan and any subsequent revisions to that plan.

**Activities of the SAC for the upcoming school year**

The SAC meets every month on the 2nd Monday. During these meetings, its members review the school activities for the past month, discuss the activities planned for the coming month and review and pass judgement on any proposed changes to the SIP.

**Projected use of school improvement funds, including the amount allocated to each project**

As no School Improvement funds are expected, our remaining funds are to be allocated on an emergency, as needed basis.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

We are in the process of actively recruiting new members for our SAC so that we are in compliance. Our school administrators, Parent Liaison, Bridges Staff and SAC Chair have been meeting with members of the community, parents and other stakeholders to recruit members.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>Brian Killeen</b>      |  |                            |
| Principal                 | Years as Administrator: 17   | Years at Current School: 9 |
| <b>Credentials</b>        | <p>Degrees<br/>                     B.A.<br/>                     Communications<br/>                     University of Miami<br/>                     M.S. ed. Education<br/>                     Nova Southeastern University<br/>                     Certification –School Principal, Middle Grades Social Sc</p>  |                            |
| <b>Performance Record</b> | <p>2012-2013<br/>                     Grade D Reading Mastery 24%, Math Mastery 39%, Writing Mastery 38%, Science Mastery 21%; Reading Gains 59%; Math Gains 49%, Lowest 25% gains in Reading 74% Lowest 25% Gains in Math 64%.</p> <p>2011-2012<br/>                     Grade C Reading Mastery 30%, Math Mastery 39%, Writing Mastery 68%, Science Mastery 40%; Reading Gains 70%; Math Gains 61%, Lowest 25% gains in Reading 82% Lowest 25% Gains in Math 78%.</p> <p>2010-2011<br/>                     Grade C Reading Mastery 53%, Math Mastery 56%, Writing Mastery 89%, Science Mastery 44%; AYP 72%, NAYP in Reading and Math for total population, Black, ELL, SWD, Econ. Disadvantaged. NAYP in reading only for Hispanic students.</p> <p>2009-2010<br/>                     Grade C Reading Mastery 57%, Math Mastery 58%, Writing Mastery 78%, Science Mastery 36%; AYP 67%, NAYP in reading and math for Black, Hispanic, Economically Disadvantaged, ELL and SWD students.</p> <p>2007-2008:<br/>                     Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students.</p> <p>2008-2009:<br/>                     Grade B, Reading Mastery 60%, Math Mastery 60%, Writing Mastery 99%, Science Mastery 19%; AYP 82%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total, Black, Hispanic and Econ. Disadv. students.</p> <p>2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students.</p> <p>2006-2007<br/>                     Grade C<br/>                     Reading Mastery 61%, Math Mastery 61%, Writing Mastery 78%, Science Mastery 23%; AYP 95%, NAYP in reading SWD students; NAYP in math SWD students.</p> <p>2005-2006</p> |                            |



Grade B, Reading Mastery 58%, Math Mastery 68%, Writing Mastery 85%, AYP 90%, NAYP in reading for ELL and SWD students; NAYP in math for Black and SWD students.

2004-2005

Grade B, Reading Mastery 67%, Math Mastery 69%, Writing Mastery 84%, AYP 90%, NAYP in reading for SWD students; NAYP in math for SWD students

**Erin Walsh**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

Degrees:

M.Ed. Educational Leadership, Florida Atlantic University

M.A. French and Second Language Acquisition, Pennsylvania State University

B.A. French and Secondary Education, State University of New York, Geneseo

Certifications:

Educational Leadership (all levels)

Educational Media Specialist (Prekindergarten - Grade 12)

English for Speakers of Other Languages (Grades K - 12)

Prekindergarten/Primary Education (Age 3 - Grade 3)

**Performance Record**

2012-2013

Grade D Reading Mastery 24%, Math Mastery 39%, Writing Mastery 38%, Science Mastery 21%; Reading Gains 59%; Math Gains 49%, Lowest 25% gains in Reading 74% Lowest 25% Gains in Math 64%.

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Ana Maria Mancini         |   |                             |
|---------------------------|---|-----------------------------|
| Full-time / School-based  | Years as Coach: 9   | Years at Current School: 19 |
| <b>Areas</b>              | Reading/Literacy  |                             |
| <b>Credentials</b>        | <p>Degrees<br/>                     B.S. Elementary Education, Florida State University;<br/>                     M.S Reading,<br/>                     Nova Southeastern University<br/>                     Certification<br/>                     Elementary Education (1-6), ESOL Endorsement,<br/>                     Reading (K-12)</p>  |                             |
| <b>Performance Record</b> | <p>2012-2013<br/>                     Grade D Reading Mastery 24%, Math Mastery 39%, Writing Mastery 38%, Science Mastery 21%; Reading Gains 59%; Math Gains 49%, Lowest 25% gains in Reading 74% Lowest 25% Gains in Math 64%.</p> <p>2011-2012<br/>                     Grade C Reading Mastery 30%, Math Mastery 39%, Writing Mastery 68%, Science Mastery 40%; Reading Gains 70%; Math Gains 61%, Lowest 25% gains in Reading 82% Lowest 25% Gains in Math 78%.</p> <p>2010-2011<br/>                     Grade C Reading Mastery 53%, Math Mastery 56%, Writing Mastery 89%, Science Mastery 44%; AYP 72%, NAYP in Reading and Math for total population, Black, ELL, SWD, Econ. Disadvantaged. NAYP in reading only for Hispanic students.</p> <p>2009-2010<br/>                     Grade C Reading Mastery 57%, Math Mastery 58%, Writing Mastery 78%, Science Mastery 36%; AYP 67%, NAYP in reading and math for Black, Hispanic, Economically Disadvantaged, ELL and SWD students.</p> <p>2007-2008:<br/>                     Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students.</p> <p>2008-2009:<br/>                     Grade B, Reading Mastery 60%, Math Mastery 60%, Writing Mastery 99%, Science Mastery 19%; AYP 82%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total, Black, Hispanic and Econ. Disadv. students.</p> <p>2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students.</p> <p>2006-2007<br/>                     Grade C<br/>                     Reading Mastery 61%, Math Mastery 61%, Writing Mastery 78%, Science Mastery 23%; AYP 95%, NAYP in reading SWD students; NAYP in math SWD students.</p> |                             |

2005-2006

Grade B, Reading Mastery 58%, Math Mastery 68%, Writing Mastery 85%, AYP 90%, NAYP in reading for ELL and SWD students; NAYP in math for Black and SWD students.

2004-2005

Grade B, Reading Mastery 67%, Math Mastery 69%, Writing Mastery 84%, AYP 90%, NAYP in reading for SWD students; NAYP in math for SWD students

**Elizabeth Buzzanca**

Full-time / School-based      Years as Coach: 0      Years at Current School: 6

**Areas**      Science

**Credentials**      B.S. Education  
Marian College (WI)  
B.S. Human Growth and Development  
University of Wisconsin

**Performance Record**      N/A

**Cynthia Archer**

Full-time / School-based      Years as Coach: 0      Years at Current School: 1

**Areas**      Mathematics

**Credentials**      B.S. Elementary Education  
Cleveland State University  
M.S. Organizational Development and Analysis  
Case Western Reserve

**Performance Record**      N/A

**Classroom Teachers**

**# of classroom teachers**

87

**# receiving effective rating or higher**

86, 99%

**# Highly Qualified Teachers**

97%

**# certified in-field**

75, 86%

**# ESOL endorsed**

81, 93%

**# reading endorsed**

12, 14%

**# with advanced degrees**

28, 32%

**# National Board Certified**

4, 5%

**# first-year teachers**

6, 7%

**# with 1-5 years of experience**

19, 22%

**# with 6-14 years of experience**

35, 40%

**# with 15 or more years of experience**

27, 31%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Monthly meetings with the Principal as a part of the ESP program. Principal
2. New teachers are partnered with veteran faculty members (mentors). Principal and mentors
3. New Teachers are provided extra support through instructional coaches. Principal/Coaches
4. Referrals from District Personnel Office, Colleagues and Co-Workers. Principal
5. Work with Florida Atlantic University's Accelerated Induction into Teaching (AIT) Program. This is a specialized student teaching program with approved undergraduates hired to fill a vacant teaching position (as the teacher of record) in a local school district. The university hires a mentor to support the AIT student teacher. There is also a school-based peer teacher for support. Principal, peer teachers, coaches.
5. Professional Development on specified half-days and full days throughout the year. Principal/Coaches and district specialists
6. Learning Team Meetings Learning Team Facilitator, Reading, Math and Science Coaches
7. Grade Level/Department Meetings and common planning Grade/Department Chairs

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We follow the district's Educator Support Program (ESP) to support and induct new educators and to ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. ESP activities begin on the first day of school and continue through the first year of teaching. Planned mentoring activities include:

- \* Support meetings
- \* "Meet the Staff" activities
- \* TrainU courses on Marzano and the ESP
- \* Completion of a professional growth plan
- \* Mid-year evaluation
- \* classroom walkthroughs and observations
- \* Accomplished Practices

The new educators and their mentors include:

Claudia Jassir 2nd grade Dual Language -- Karen Fernandez -- Ms. Fernandez is an experienced 2nd grade dual language Spanish educator and is able to provide curricular and programmatic support.

Kayli Payne 3rd grade Math -- Debbie Kozlowski -- Ms. Kozlowski is an experienced intermediate math teacher and is currently on the 3rd grade team as well.

Sarai Ward -- Speech and Language Pathologist (SLP) -- Mindy Basis -- Ms. Basis is Highland's experienced SLP

Sarina Sigel -- 2nd grade Math -- Deborah Palermo -- Ms. Palermo is an experienced 2nd grade math teacher and the team leader

Corinee Scanlon -- 5th grade Math -- Eddie Hughes -- Mr. Hughes is an accomplished intermediate math teacher and on the 5th grade team with Ms. Scanlon.

Michelle Ondush -- 3rd Grade Literacy -- Isabelle Bailey -- Ms. Bailey is our school's reading resource teacher and staff developer. She is a tremendous classroom teacher as well.

Kelly Green -- 5th grade Literacy -- AnaMaria Mancini -- Ms. Mancini is Highland's reading coach and an outstanding literacy teacher.

Cecelia Daratany -- Fine Arts (Drama) -- Emmanuel Fergile -- Mr. Fergile is an exemplary teacher and our Fine Arts Team Leader.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

1. The data-based decision-making utilizing a Multi-Tiered System of Support at the Tertiary (Core Curriculum, Tier 1), (Supplemental Interventions, Tier 2) and (Intensive Interventions, Tier3). The structured RTI problem-solving team develops a universal action plan identifying academic/behavioral deficiencies. The MTSS develops school wide interventions, monitoring the MTSS effectiveness with universal screening by analysis's literacy assessment system results, reading performance /assessment results writing samples and math skills in isolation performance/ assessment results. Evidence-based instructional service delivery utilizes school wide performance data to allocate resources that target the specific areas of deficiency as identified in the Core Curriculum. Resource allocation is implemented to

enhance and quality of core instruction, accelerate and develop appropriate evidence-based skills as identified by the team's problem-solving process. The Core instruction currently implements Readers/Writers Work shop, Words Their Way, Cloze Reading, Guided Reading Strategies and Systems. The staff will attend an annual training at the beginning of the school year and (on an as needed basis); the sole purpose of the training will be to educate teachers on data collections frequency and duration for (Easy CBM, OLA, K-4 Literacy Assessment System RRR). Appropriate interventions are matched to student(s) identified deficiencies and monitored using assessment tool(s) matched to the interventions of the group and individual student.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The Principal and Asst. Principal attend Rtl and SBT meetings as needed and provide oversight for the decision-making processes employed by the respective teams.

RTI Specialist (full-time for the 2013-2014 school year): Provides a common vision for the use of data-based decision-making using the reading continuum and math skills in isolation, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities, programs and systems.

Select General Education Teachers (Primary and Intermediate): Provides information about Core (tier1) instruction, participates in student data collection, delivers Tier 2 (Supplemental) –and Tier 3 (Intensive) instruction/intervention, collaborates with other staff interventionists to implement Tier 2-3 interventions, and integrate materials/instruction with Tier 2/3 activities, programs and systems.

Exceptional Student Education (ESE) Coordinator (also serves on SBT team) and Teacher: Participates in student data collection, integrates Exceptional Educationally appropriate Tier1 instructional activities/materials and Tier 2- 3 instruction, and collaborates with general education teachers through such activities as co teaching.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tiered instruction, and collaborates with general education teachers through such activities as co teaching.

English for Speakers of Other Languages (ESOL) Coordinator (also served on SBT team) and Teacher: Participates in student data collection, integrates core instructional activities/materials and Tier 2-3 instruction, and collaborates with general education teachers through such activities as co teaching.

English for Speakers of Other Languages (ESOL) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 2-3 instruction, and collaborates with general education teachers through such activities as co teaching.

Instructional Coach (es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment,

and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The School-Based Team (SBT) (MTSS) RtI Leadership team provides recommendations on the SIP development with regard to appropriate research based instruction and interventions at the Tertiary (Core Curriculum, Tier 1), (Supplemental Interventions, and Tier 2) and (Intensive Interventions, Tier3) levels of the school. The MTSS leadership team provides recommendations on evidence –based instructional resources (trained staff) matched to the scientifically based intervention programs/systems targeting the areas in of need of remediation. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Highland Elementary School (HES) has created their own template for Tier I, II, and III charts. Plot graphs are also created based on the data collected from the general education teacher.

Tier 1 Core Data analysis/collection utilizes universal screening analysis literacy assessment system results (RRR), Palm Beach Writes, reading, math, writing and science performance /assessment results, development scale scores in isolation performance/ assessment results.

Tier 2 supplemental data analysis/collection utilizes (Easy CBM, OLA, K-4 Literacy Assessment System RRR). Appropriate interventions are matched to student(s) identified deficiencies and monitored using assessment tool(s) matched to the interventions of the group and individual student.

Tier 3 Intensive data analysis/collection utilizes (Easy CBM, OLA, K-4 Literacy Assessment System RRR and data analysis provided in the Leveled Literacy Intervention System LLI).

Tier 1 Behavior Core data analysis/collection utilizes a school wide daily weekly parent behavior reports.

Tier 2 Behavior supplemental data analysis/collection utilizes frequency and duration (daily parent signed contact).

Tier 3 Behavior Intensive data analysis/collection utilizes frequency and duration (daily parent signed contact). FBA/BIP implementation facilitates intensive intervention targeted to fit the specific behavior and circumstances across settings, days, times and activities.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The staff will attend an annual training at the beginning of the school year and (on an as needed basis); the sole purpose of the meeting will be to educate them on appropriate MTSS RtI data collection (progress monitoring tool/log) matched to interventions. Build capacity in the data based problem solving process throughout the tiered process and identification of specific deficiencies matching of research-based appropriate interventions specific to groups of and/or individual students.

Parents of students in tiers of remediation will be informed at SBT of the individual needs of their student and the interventions to be implemented. A parent workshop/information session at beginning of the school year will be conducted with the sole purpose of the meeting is to inform parents of the interventions presently available to accommodate their student(s) deficiency.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 10,800

PRIMARY GRADES - Students will receive 1 extra hour of reading instruction per day. Each day the students will participate in close reading, word work and oral language activities - 20 minutes for each.  
 INTERMEDIATE GRADES - Students will receive 1 extra hour of reading instruction per day. Each day the students will participate in close reading, word work through Words Their Way - 30 minutes for each.

Additionally, selected teachers will push-in to classrooms to work with small groups of students using the LLI system.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students will be assessed every two weeks using multiple-benchmark assessments. Also, FAIR testing and our District's Diagnostic Assessment will be utilized to help drive instruction in the individual classrooms as well as professional development in order to make the extra hour most effective.

**Who is responsible for monitoring implementation of this strategy?**

Principal, Asst. Principal, Reading Coach, Rtl Facilitator

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| <b>Name</b>      | <b>Title</b>                           |
|------------------|--|
| Brian Killeen    | Principal                              |
| Erin Walsh       | Assistant Principal                    |
| AnaMaria Mancini | Reading Coach                          |
| Isabelle Bailey  | Reading Resource and Staff Development |
| Maria Faria      | Media Specialist                       |
| Edna Martinez    | Kindergarten Teacher                   |
| Michelle Erich   | 1st Grade Teacher                      |
| Leslie Geiger    | 2nd Grade Teacher                      |
| Donna Mulhall    | 3rd Grade Teacher                      |
| Laurie McGinn    | 4th Grade Teacher                      |
| Kelly Green      | 5th Grade Teacher                      |



### **How the school-based LLT functions**

The LLT meets each month to review available data, determine trends, school needs and areas of concern and develop, implement and review a plan to address the needs of the school and areas of concern.

The meetings are facilitated by the Principal and Reading Coach. Responsibilities are assigned based on the plan that is chosen and the outcomes once the plan is in place.

### **Major initiatives of the LLT**

- \* Writing across the curriculum
- \* Continued development of the Readers and Writers workshop models with fidelity K-5
- \* Use of close reading as a strategy to increase rigor and align instruction with CCSS
- \* Small group instruction with guided reading and/or LLI

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

As all faculty members are part of the extended-day reading block, regardless of content area or grade level, teachers will receive the most up-to-date district training in Reading Running Records as well as Leveled Literacy Intervention (LLI).

In addition, everyone will participate in on-site reading professional development such as: Words Their Way (word study), Close Reading, Oral Language Development.

Finally, all faculty members offer support during our school-wide 30 minute intensive intervention (iii) or enrichment period. The focus of these 30 minutes is reading improvement of every student.

Reading in the content area is stressed in all grade levels and our coaches are working diligently to help teachers build their math and science classroom libraries.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Students entering pre-school at Highland become part of our Pre-K to 5th Grade Dual Language program. All teachers, in both pre-K and elementary, are trained and utilize High Scope methods and strategies in their classrooms in order to provide a seamless transition from our pre-K to the elementary grades.

Parent training for pre-school to kindergarten transition is offered through our Bridges at Highland Center. Further training is provided during our Kindergarten Round-Up held each Spring. Included in the Kindergarten Round-Up are tours of the school and parents receive handouts regarding school expectations, dress codes, etc.

Students who have not enrolled in our Pre-K program are screened to determine their school readiness and level of English language acquisition. Kindergarten classes are organized after the screenings with small groups of students at similar readiness levels with the idea that the lower readiness students will also have higher readiness students in the class to provide positive role-models. Also, teachers at the kindergarten level who are not part of the Dual Language program will be trained in High Scope methods (over the next few years) in order to ensure that developmentally appropriate strategies and techniques are being utilized in the classroom.

Highland employs a staggered start for kindergarten students to further assist in the transition from

preschool to  
kindergarten.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 40%           | 24%           | No          | 46%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 40%           | 26%           | No          | 46%           |
| Hispanic                   | 40%           | 23%           | No          | 46%           |
| White                      | 68%           | 31%           | No          | 72%           |
| English language learners  | 36%           | 18%           | No          | 42%           |
| Students with disabilities | 33%           | 10%           | No          | 40%           |
| Economically disadvantaged | 40%           | 40%           | Yes         | 46%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 85            | 24%           | 46%           |
| Students scoring at or above Achievement Level 4 | 26            | 8%            | 20%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 0%            |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 144           | 59%           | 80%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 61            | 74%           | 80%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 151           | 33%           | 46%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 60            | 13%           | 42%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 48            | 11%           | 42%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               |               |

**Area 2: Writing**

|   | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 42   | 38%           | 76%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | <i>[data excluded for privacy reasons]</i> |               | 0%            |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 46%           | 39%           | No          | 51%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 39%           | 28%           | No          | 45%           |
| Hispanic                   | 48%           | 44%           | No          | 54%           |
| White                      | 55%           | 31%           | No          | 60%           |
| English language learners  | 47%           | 37%           | No          | 52%           |
| Students with disabilities | 37%           | 21%           | No          | 43%           |
| Economically disadvantaged | 46%           | 38%           | No          | 51%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 138           | 39%           | 46%           |
| Students scoring at or above Achievement Level 4 | 51            | 15%           | 20%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 0%            |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 119           | 49%           | 80%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 45            | 64%           | 80%           |

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | 21   | 21%           | 42%           |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               | 12%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 0%            |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 0%            |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 13            |               | 100         |
| Participation in STEM-related experiences provided for students  | 1016          | 100%          | 100%        |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  |               |               |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses |               |               |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               |               |               |
| Students taking CTE industry certification exams   |               |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  |               |               |               |
| CTE teachers holding appropriate industry certifications   |               |               |               |

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Civics End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 8: Early Warning Systems**

### Elementary School Indicators

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 30            | 3%            | 2%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 41            | 4%            | 3%            |
| Students who are not proficient in reading by third grade   | 121           | 80%           | 72%           |
| Students who receive two or more behavior referrals   | 95            | 10%           | 9%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 43            | 4%            | 4%            |

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

As a Title I School, we will use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Specific Parental Involvement Targets

| Target   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Over 90% of Highland families will attend at least one activity sponsored by Highland. | 533           | 79%           | 90+%          |

### Area 10: Additional Targets

#### Additional targets for the school

Highland Elementary School will infuse the content required by F.S. 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of the Holocaust
- History of Africans and African-Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

#### Specific Additional Targets

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Highland Elementary School Teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.08 (8)(b). | 971           | 100%          | 100%          |

## Goals Summary

- G1.** To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.
- G2.** Teachers will implement purposeful writing across the curriculum
- G3.** We will adopt CHAMPS as our school-wide behavior plan/single school culture.
- G4.** Establish a School Based Leadership Team Data Review Calendar

## Goals Detail

**G1.** To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Title I Funds; Pew Foundation Grant;
- Pew Foundation Grant
- District and Area 2 Office Staff Providing Professional Development
- Donations from local organizations

### Targeted Barriers to Achieving the Goal

- Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of CCSS/NGSSS.



## Plan to Monitor Progress Toward the Goal

Common assessments, FAIR tests, District Diagnostic tests will be utilized to track student progress

### Person or Persons Responsible

Administration and coaches

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student data will show gains for 80% (or more) of the students in each content area.

## G2. Teachers will implement purposeful writing across the curriculum

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS - Elementary School
- Additional Targets

### Resources Available to Support the Goal

- Title I Funds
- Pew Foundation Grant

### Targeted Barriers to Achieving the Goal

- Composition notebooks/journals needed for every student for every subject (3000 notebooks!); Teachers lack confidence in teaching writing. Teachers lack knowledge of CCSS/NGSSS in Writing; Learners are not accustomed to writing outside the English Language Arts context and will need direct instruction/gradual release model to build their skills and comfort level.

## Plan to Monitor Progress Toward the Goal

Coaches will review student notebooks (randomly) and both coaches and administration will review Palm Beach Writes data.

### Person or Persons Responsible

Administration/Content Area Coaches

### Target Dates or Schedule:

Weekly/Monthly

### Evidence of Completion:

Students notebooks will show evidence that the students' writing has reflected the use of strategies taught during PD. Palm Beach Writes data will show growth in students writing on expository pieces.

**G3.** We will adopt CHAMPS as our school-wide behavior plan/single school culture.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Guidance counselors, Climate committee, administration, and entire school faculty/staff.

### Targeted Barriers to Achieving the Goal

- Some teachers may resist the new program because they have been using other techniques or programs in their classroom or because they do not see the need for one.

### Plan to Monitor Progress Toward the Goal

Monitor that all classrooms and common areas reflect use of CHAMPS with fidelity.

**Person or Persons Responsible**

Administration and climate committee

**Target Dates or Schedule:**

on-going

**Evidence of Completion:**

Classroom walkthrough feedback forms. Meeting agendas and minutes.

### G4. Establish a School Based Leadership Team Data Review Calendar

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Leadership team is in place
- EDW and TERMS reports easily accessible.

**Targeted Barriers to Achieving the Goal**

- Identifying most efficient data reports
- Knowing which interventions are available and effective

### Plan to Monitor Progress Toward the Goal

Adherence to data review calendar

**Person or Persons Responsible**

School based leadership team

**Target Dates or Schedule:**

Ongoing -- monthly

**Evidence of Completion:**

Meeting agendas, meeting minutes, and data reports.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.

**G1.B1** Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of CCSS/NGSSS.

**G1.B1.S1** Utilize SuccessMaker and Moby Math for individualized targeted practice in Reading and Math

#### Action Step 1

Computer program for individualized targeted practice in reading and math.

#### Person or Persons Responsible

Rtl Specialist, coaches, tutorial teachers

#### Target Dates or Schedule

On-going from September to June

#### Evidence of Completion

Tutorial sign in sheets and computer generated reports.

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor SuccessMaker reports, tutorial sign in sheets

#### Person or Persons Responsible

Rtl specialist, tutorial teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Successmaker reports and sign in sheets

## Plan to Monitor Effectiveness of G1.B1.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G1.B1.S2 Professional development on effective, intentional, data-driven small group guided instruction.

### Action Step 1

Teachers will be provided professional development throughout the school year.

#### Person or Persons Responsible

All Highland content area teachers

#### Target Dates or Schedule

Beginning August 19th - ongoing

#### Evidence of Completion

All teacher will use flexible grouping to differentiate instruction and to meet the needs of their students through guided instruction.

#### Facilitator:

Reading, Math and Science Coaches.

#### Participants:

All Highland content area teachers

## Plan to Monitor Fidelity of Implementation of G1.B1.S2

Ongoing professional development

### Person or Persons Responsible

Highland coaches, District Staff, Trainers from the Teacher's College at Columbia University

### Target Dates or Schedule

Beginning August 19th - ongoing

### Evidence of Completion

Teacher Sign-In Sheets, Coaches Logs

### Plan to Monitor Effectiveness of G1.B1.S2

Talkthroughs and observations conducted by administration; Learning Team Meetings and Common Planning meetings conducted by Coaches

#### Person or Persons Responsible

Highland Coaches and Administration

#### Target Dates or Schedule

Beginning August 19th - ongoing

#### Evidence of Completion

Walkthrough data, observation notes, Marzano Evaluations, coaches logs, learning team and common planning notes.

### G1.B1.S3 Include daily guided instruction in posted classroom schedules.

#### Action Step 1

Classroom walkthroughs

#### Person or Persons Responsible

Principal, Assistant Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Posted schedules; walkthrough data.

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**Plan to Monitor Effectiveness of G1.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B1.S5** Establish model classrooms for peer learning/professional development.

**Action Step 1**

Teachers who have shown an ability to learn and grow and are willing to become models for their peers will be utilized for peer observations.

**Person or Persons Responsible**

Content Area Coaches; Administration

**Target Dates or Schedule**

Beginning the first week of October and ongoing throughout the year.

**Evidence of Completion**

A classroom visit schedule will be developed and implemented.

**Facilitator:**

Content Area Coaches

**Participants:**

Content Area Coaches; Administration

**Plan to Monitor Fidelity of Implementation of G1.B1.S5**

LTM and common planning discussions will be used to measure the impact of the model classrooms.

**Person or Persons Responsible**

Content Area Coaches

**Target Dates or Schedule**

During LTMs and Common Planning Meetings

**Evidence of Completion**

LTM and Common Planning Notes will be collected and reviewed by school administration.



### Plan to Monitor Effectiveness of G1.B1.S5

Classroom Walkthrough data, observation notes, Marzano evaluations.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthrough and observation data will indicate an increase in the teachers' use of and proficiency in utilizing data to flexibly group their students; aligning resources and materials with the NGSSS and CCSS.

### Plan to Monitor Fidelity of Implementation of G1.B1.S6

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G1.B1.S6

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**G1.B1.S7** On-going professional development in the area of CCSS/NGSSS through common planning and learning team meetings

**Action Step 1**

Professional development/training through common planning and LTMs

**Person or Persons Responsible**

Instructional coaches, Learning Team Facilitator, and district specialists

**Target Dates or Schedule**

On-going

**Evidence of Completion**

LTM/Common planning agendas and minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S7**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S7**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B1.S8** Select teachers will receive professional development in the area of CCSS and the ELL population at the 9th Annual Language & Culture Conference: Key to the Core

**Action Step 1**

Teachers will attend Conference offered by the Department of Multicultural Education

**Person or Persons Responsible**

All teachers were offered the opportunity but it is voluntary.

**Target Dates or Schedule**

November 11, 2013 (Elementary Teacher Work Day)

**Evidence of Completion**

Conference Registration.

**Plan to Monitor Fidelity of Implementation of G1.B1.S8**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S8**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2. Teachers will implement purposeful writing across the curriculum**

**G2.B1** Composition notebooks/journals needed for every student for every subject (3000 notebooks!); Teachers lack confidence in teaching writing. Teachers lack knowledge of CCSS/NGSSS in Writing; Learners are not accustomed to writing outside the English Language Arts context and will need direct instruction/gradual release model to build their skills and comfort level.

**G2.B1.S2** Provide professional development throughout the year for 1) NGSSS/CCSS in writing and 2) Using writing to enhance student learning in all content areas.

**Action Step 1**

Trainers from the Teachers' College of Columbia University, the District and Highland Content Area Coaches will conduct Reading/Writing, Math/Writing and Science/Writing professional development for all Highland classroom teachers

**Person or Persons Responsible**

Administration and Content Area Coaches

**Target Dates or Schedule**

Year-long/first round August-December.

**Evidence of Completion**

Teacher Sign-in sheets and follow-up documents teachers complete in order to get their inservice points;

**Facilitator:**

Content Area Coaches

**Participants:**

Administration and Content Area Coaches

**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Coaches will present PD attendance lists to school administration. Together they will determine which PD is needed for which teachers and develop/revise Highland's PD schedule

**Person or Persons Responsible**

Content Area Coaches and School Administration

**Target Dates or Schedule**

Weekly Leadership Team Meetings

**Evidence of Completion**

All teachers have received the prescribed PD before January.

### Plan to Monitor Effectiveness of G2.B1.S2

Administrators and coaches will utilize classroom visits to determine whether the practices and strategies taught during PD are being successfully implemented and whether further or different professional development is needed.

#### Person or Persons Responsible

Principal/Assistant Principal, Content Area Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Content area coaches will, on a weekly basis, randomly review student notebooks to ensure that students are writing on-grade level responses to their learning.

**G3.** We will adopt CHAMPS as our school-wide behavior plan/single school culture.

**G3.B1** Some teachers may resist the new program because they have been using other techniques or programs in their classroom or because they do not see the need for one.

### G3.B1.S1 School-wide training in CHAMPS

#### Action Step 1

Schedule CHAMPS training for all faculty to be delivered during pre-school and during the first trimester.

#### Person or Persons Responsible

Administration, Single School Culture department representative, and climate committee

#### Target Dates or Schedule

by August 16, 2013

#### Evidence of Completion

Professional development sign-in sheets and agendas.

#### Facilitator:

Helen Gimenez, Single School Culture, and climate committee chair.

#### Participants:

Administration, Single School Culture department representative, and climate committee

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor for implementation of CHAMPS school wide

#### Person or Persons Responsible

Climate committee and administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Classroom walkthroughs as well as observations throughout the school.

### Plan to Monitor Effectiveness of G3.B1.S1

We will use classroom walkthroughs, discipline data (referrals) as well as anecdotal reports to monitor for effectiveness

#### Person or Persons Responsible

Administration and climate committee

#### Target Dates or Schedule

on-going

#### Evidence of Completion

Classroom walkthrough feedback/data, referral data.

## G4. Establish a School Based Leadership Team Data Review Calendar

### G4.B1 Identifying most efficient data reports

**G4.B1.S1** Identify the data points to pull reports. Based on data, determine areas of critical need. Schedule data monitoring checkpoints and assign responsibilities for pulling and disseminating reports.

#### Action Step 1

EDW and TERMS reports

#### Person or Persons Responsible

School based leadership team

#### Target Dates or Schedule

September 20, 2013

#### Evidence of Completion

List of reports to be pulled monthly.

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Scheduled meetings and data review

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

On-going (monthly)

**Evidence of Completion**

Meeting agendas, meeting minutes, and data reports

### Plan to Monitor Effectiveness of G4.B1.S1

Monitoring data

**Person or Persons Responsible**

School based leadership team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Improvement in identified areas of need based on data.



**G4.B2** Knowing which interventions are available and effective

**G4.B2.S1** Receive training on interventions to target the areas of highest need.

**Action Step 1**

Identify interventions to target our areas of greatest need and schedule training/PD.

**Person or Persons Responsible**

School based leadership team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Meeting and/or PD agendas

**Facilitator:**

District specialists, Guidance Counselors, RtI Specialist, ESE Coordinator

**Participants:**

School based leadership team

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Monitoring that we have best practice interventions in place and are trained to deliver those interventions.

**Person or Persons Responsible**

School based leadership team

**Target Dates or Schedule**

On-going (monthly)

**Evidence of Completion**

Meeting/PD agendas and/or minutes.

## Plan to Monitor Effectiveness of G4.B2.S1

Monitoring data to ensure that interventions which are in place to address areas of greatest need are having an effect.

### **Person or Persons Responsible**

School based leadership team

### **Target Dates or Schedule**

Ongoing (monthly)

### **Evidence of Completion**

Meeting agendas and minutes as well as data reports.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through before-school, after-school, Saturday school and lunchtime programs. Classroom support and instructional materials are funded through this grant. In addition, Title I provides a math coach, resources for professional development, a Response to Intervention (RtI) Facilitator, a Reading Resource and Staff Development teacher, a science resource teacher, and a Parent Liaison. Family involvement activities including parent trainings are funded through Title I.

#### Title I, Part C- Migrant

Support services are provided by District Personnel

#### Title I, Part D

N/A

#### Title II

Programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education, Schoolwide Positive Behavior Support (SWPBS) and CHAMPS.

#### Title III

Support for ELL students; intensive support teachers, ESOL Coordinator, language facilitators: 2 Spanish, Creole, and a Kanjobal

#### Title X- Homeless

Support provided by District Personnel

#### SAI

Our goal is to provide SAI to assist third grade students who are functioning below grade level (including retained third graders with a Level 1 on the FCAT 2.0 Reading test, students who had a predicted FCAT Level 1 or 2 on the Grade 2 Spring NGSSS Diagnostic, and students who were promoted to 4th grade for good cause) in order for them to achieve on grade level performance or gain at least one and one-half year's growth in one year's time. This will be measured by the student's performance on the reading portion of the

FCAT Reading SSS test or by comparing the student's fall/winter/spring scores on the Diagnostic tests.

#### Violence Prevention Programs

Single school culture and appreciation for Multicultural Diversity

#### Nutrition Programs

Highland participates in the Districts 100% Accessible Breakfast Program. Highland has made it a priority that EVERY student receive breakfast before beginning school. Free and reduced lunch for students who qualify and summer breakfast and lunch program.

#### Housing Programs

See Partnership with Adopt-A-Family

#### Adult Education

District funds and resources are used to provide GED, Family Literacy and Language Acquisition classes for Highland parents through the Bridges Center.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.

**G1.B1** Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of CCSS/NGSSS.

**G1.B1.S2** Professional development on effective, intentional, data-driven small group guided instruction.

### PD Opportunity 1

Teachers will be provided professional development throughout the school year.

#### Facilitator

Reading, Math and Science Coaches.

#### Participants

All Highland content area teachers

#### Target Dates or Schedule

Beginning August 19th - ongoing

#### Evidence of Completion

All teacher will use flexible grouping to differentiate instruction and to meet the needs of their students through guided instruction.

**G1.B1.S5** Establish model classrooms for peer learning/professional development.

**PD Opportunity 1**

Teachers who have shown an ability to learn and grow and are willing to become models for their peers will be utilized for peer observations.

**Facilitator**

Content Area Coaches

**Participants**

Content Area Coaches; Administration

**Target Dates or Schedule**

Beginning the first week of October and ongoing throughout the year.

**Evidence of Completion**

A classroom visit schedule will be developed and implemented.

**G2.** Teachers will implement purposeful writing across the curriculum

**G2.B1** Composition notebooks/journals needed for every student for every subject (3000 notebooks!); Teachers lack confidence in teaching writing. Teachers lack knowledge of CCSS/NGSSS in Writing; Learners are not accustomed to writing outside the English Language Arts context and will need direct instruction/gradual release model to build their skills and comfort level.

**G2.B1.S2** Provide professional development throughout the year for 1) NGSSS/CCSS in writing and 2) Using writing to enhance student learning in all content areas.

**PD Opportunity 1**

Trainers from the Teachers' College of Columbia University, the District and Highland Content Area Coaches will conduct Reading/Writing, Math/Writing and Science/Writing professional development for all Highland classroom teachers

**Facilitator**

Content Area Coaches

**Participants**

Administration and Content Area Coaches

**Target Dates or Schedule**

Year-long/first round August-December.

**Evidence of Completion**

Teacher Sign-in sheets and follow-up documents teachers complete in order to get their inservice points;

**G3. We will adopt CHAMPS as our school-wide behavior plan/single school culture.**

**G3.B1** Some teachers may resist the new program because they have been using other techniques or programs in their classroom or because they do not see the need for one.

**G3.B1.S1** School-wide training in CHAMPS

**PD Opportunity 1**

Schedule CHAMPS training for all faculty to be delivered during pre-school and during the first trimester.

**Facilitator**

Helen Gimenez, Single School Culture, and climate committee chair.

**Participants**

Administration, Single School Culture department representative, and climate committee

**Target Dates or Schedule**

by August 16, 2013

**Evidence of Completion**

Professional development sign-in sheets and agendas.

**G4. Establish a School Based Leadership Team Data Review Calendar**

**G4.B2** Knowing which interventions are available and effective

**G4.B2.S1** Receive training on interventions to target the areas of highest need.

**PD Opportunity 1**

Identify interventions to target our areas of greatest need and schedule training/PD.

**Facilitator**

District specialists, Guidance Counselors, Rtl Specialist, ESE Coordinator

**Participants**

School based leadership team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Meeting and/or PD agendas

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total     |
|-------|--|-----------|
| G1.   | To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes. | \$24,266  |
| G2.   | Teachers will implement purposeful writing across the curriculum   | \$139,944 |
| G4.   | Establish a School Based Leadership Team Data Review Calendar  | \$63,175  |
| Total |  | \$227,385 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Professional Development | Evidence-Based Program | Technology | Total     |
|----------------|--------------------------|------------------------|------------|-----------|
| Title I        | \$12,366                 | \$63,175               | \$11,900   | \$87,441  |
| Title I; CRRP  | \$139,944                | \$0                    | \$0        | \$139,944 |
|                | \$0                      | \$0                    | \$0        | \$0       |
| Total          | \$152,310                | \$63,175               | \$11,900   | \$227,385 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.

**G1.B1** Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of CCSS/NGSSS.

**G1.B1.S1** Utilize SuccessMaker and Moby Math for individualized targeted practice in Reading and Math

#### Action Step 1

Computer program for individualized targeted practice in reading and math.

#### Resource Type

Technology

#### Resource

SuccessMaker Remediation/Acceleration for Reading, Math and Science (Web-Based)

#### Funding Source

Title I

#### Amount Needed

\$11,900

**G1.B1.S2** Professional development on effective, intentional, data-driven small group guided instruction.

**Action Step 1**

Teachers will be provided professional development throughout the school year.

**Resource Type**

Professional Development

**Resource**

Salary for substitutes in order to allow teachers to attend professional development

**Funding Source**

Title I

**Amount Needed**

\$12,366

**G1.B1.S8** Select teachers will receive professional development in the area of CCSS and the ELL population at the 9th Annual Language & Culture Conference: Key to the Core

**Action Step 1**

Teachers will attend Conference offered by the Department of Multicultural Education

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**



**G2. Teachers will implement purposeful writing across the curriculum**

**G2.B1** Composition notebooks/journals needed for every student for every subject (3000 notebooks!); Teachers lack confidence in teaching writing. Teachers lack knowledge of CCSS/NGSSS in Writing; Learners are not accustomed to writing outside the English Language Arts context and will need direct instruction/gradual release model to build their skills and comfort level.

**G2.B1.S2** Provide professional development throughout the year for 1) NGSSS/CCSS in writing and 2) Using writing to enhance student learning in all content areas.

**Action Step 1**

Trainers from the Teachers' College of Columbia University, the District and Highland Content Area Coaches will conduct Reading/Writing, Math/Writing and Science/Writing professional development for all Highland classroom teachers

**Resource Type**

Professional Development

**Resource**

Consultants from the Teacher's College at Columbia University; supplies; salary for reading coach; salary for .5 resource teacher.

**Funding Source**

Title I; CRRP

**Amount Needed**

\$139,944

**G4. Establish a School Based Leadership Team Data Review Calendar**

**G4.B2** Knowing which interventions are available and effective

**G4.B2.S1** Receive training on interventions to target the areas of highest need.

**Action Step 1**

Identify interventions to target our areas of greatest need and schedule training/PD.

**Resource Type**

Evidence-Based Program

**Resource**

Salary for Rtl Facilitator

**Funding Source**

Title I

**Amount Needed**

\$63,175