

Highland City Elementary School



2014-15 School Improvement Plan

Highland City Elementary School

5355 9TH STREET SE, Highland City, FL 33846

http://schools.polk-fl.net/highland_city

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
69%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our students, staff and community will be part of a learning society where everyone makes progress in mastering skills, knowledge, and processes that will be necessary if our children are to be empowered members of a democratic society. Parents, community and the school will strive to work together to help the children grow educationally, physically, emotionally and socially while strengthening the values of our community.

The Mission of Highland City Elementary is to provide a safe, nurturing learning environment where all stakeholders take responsibility for students reaching their highest potential. This will be accomplished through focused, relevant professional development which ensures a highly qualified staff; providing the students with high quality instruction which will result in increased academic learning gains for all students; and ensuring that the school is part of the community and the community is part of the school.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

To effectively describe how we build relationships, we need to first give you historical background information on Highland City Elementary. Highland City Elementary, formerly known as Haskell School, was established in 1922, serving grades 1-12 in a rural area in Polk County formerly known as Haskell. In 1925, Haskell was incorporated and the name was changed to Highland City therefore the name of the school was changed to Highland City School. A new addition was built to the school that same year almost doubling the size of the school. In 1926 the school had its first graduation, recognizing five graduating seniors. In 1928 the school burned down and a new school was built in 1929 on the same site which contained 8 classrooms. At this time the school became a grades 1-9 school. In 1969 the school became a K-5 school with an enrollment of 271 students.

Highland City Elementary School has been under the leadership of 13 principals during its 92 years of existence. Through name changes, fire, grade configuration changes, boundary changes, and area growth the Highland City Elementary School has remained the backbone of this proud and historic community. The school continues to be an educational leader and sets the standard for academic excellence.

We are one of the last true neighborhood schools in our district. Most of our students live within a 2 mile radius of our school. Many students who attend here are 2nd and 3rd generation students. The community strongly supports our school and we support our community. We work hard to know each student as an individual which starts with our administration being able to call each student by name. Visitors who walk onto our campus notice immediately the warm and friendly feeling that evokes from our school. Teachers hold parent/teacher/student conferences early in the school year to establish a strong working relationship.

Describe how the school creates an environment where students feel safe and respected before, during and after school

As mentioned previously, our school is a small community school. Our administration knows each student by name and they greet the students each morning as they enter the campus. Our students follow set routines for before, during and after school to ensure their safety. Our campus is a locked campus from 8:00-3:00 with only one available entrance through the front office. We have school-wide security cameras located in 15 various locations on the campus, with live feed available to the administration from their computers. When students travel on campus we follow the "buddy" system where students always travel in groups of 2 or 3 depending on the situation. We instill in our students the school's four B's....Be Respectful, Be Cooperative, Be Responsible and Be a Problem Solver. All of our expectations of behavior follow under the four B's to create an environment of safety and respect.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our schoolwide behavioral system is based on our school's "Four B's". Where students are expected to Be Respectful, Be Cooperative, Be Responsible and Be a Problem Solver. Students are recognized for following the four B's by earning "Gold Tickets". The gold tickets are a two part card where the student takes home one side and the second side is entered in a gold ticket box in the office. Once a week 20 gold tickets are pulled from the box, their name is called over the intercom and the student comes to the office to select a book on their level to keep. We work hard to catch students being good all over campus and give out gold tickets where their good choices are rewarded and recognized. If a student has made a bad choice concerning behavior, teachers communicate with the parent via agenda planner, phone calls, emails and parent conferences. If a behavior continues to disrupt the learning environment after the teacher and parent have communicated, then a visit to see the assistant principal or principal is arranged to work with the child and his/her behaviors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school counselor is available at all times to meet with teachers, students and parents to provide assistance and offer suggestions for outside support depending upon the situation. Our district also provides assistance to students who are considered homeless through the Hearth Project where food, supplies and transportation is provided to students who are in need. We have a mentoring project in place where volunteers are matched with students to provide additional academic support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school receives reports from the Early Warning System monthly to alert us on various issues a student may be having difficulty with. In the Early Warning System notification, we receive reports concerning attendance (attendance below 90%), discipline (one or more suspensions), and course failure in ELA or Math. We utilize the data to monitor students who are showing up on the warning system and take proper action to improve the students' attendance, behavior, or academic level of success.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	1	4	11	10	7	43
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	1	11	15
Over age	0	0	0	3	1	3	7
Level 1 statewide math	0	0	0	1	10	14	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	5		
Students exhibiting two or more indicators	1		1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Principal and Assistant Principal receive the generated early warning system notifications. The students who are listed on the report are monitored closely. If the problem is concerning attendance, the assistant principal works with the parent and school social worker to help resolve issues that are causing the attendance problems. If the warning is due to academic levels, the administration team meets with the classroom teacher of the student to determine if proper interventions are in place to improve student achievement. If the academic problem continues then the MTSS committee will meet with the teacher and parent to discuss additional steps needed to improve student achievement. If the problem is due to discipline issues, the Principal and parent work closely together to create a plan to improve the student's behavior.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To keep parents informed about their child's academic progress we strongly encourage our parents to sign up for the Parent Portal where they can monitor grades and discipline. Parents also receive an interim report on their child's progress every 9 weeks beginning the 4th week of school, and a Report Card distributed every 9 weeks. To increase family involvement, our school distributes a monthly newsletter to all of our parents and stakeholders in the community to keep them informed on academic information for each grade level, parent involvement activities, and school news. We also have an informative school website where many resources are listed to encourage family involvement

in their student's education. We have monthly "spirit night" events sponsored by our PTA, twice annual PE Family Fun Nights, Open House in September, the Winter Bazaar in December and our school carnival in the spring to encourage parents to be involved in our school community.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Highland City Elementary is fortunate in that we have a local shopping plaza, The Highland City Town Square where Publix, MidFlorida Credit Union, Bamboo Wok, Gators Dockside, Palace Pizza and the Verizon Store are all business partners. Publix and MidFlorida Union are gracious in that they allow our students to take a "walking" field trip to visit their business. During the field trip, students learn first hand how these businesses work to support our community. Bamboo Wok, Gators Dockside and Palace Pizza have all contributed to our Spirit Nights where they donate a percentage of the sales during the event to our PTA. The Verizon Store gave away approximately 200 backpacks filled with school supplies before school started in August. Two local churches, TBA Church and First Baptist Church of Highland City provide supplies and food for our families in need. The TBA Church is currently working to create an after school program to assist students with homework free of charge.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Roberts, Christopher	Principal
Tyre, Shawn	Assistant Principal
Legg, Cheri	Teacher, K-12
Boyette, Chelsea	Teacher, ESE
Brennan, Chris	Instructional Coach
Childress, Frank	Teacher, K-12
Martin, Kim	Psychologist
Horvatin, Jen	Teacher, K-12
Morley, Kristin	Teacher, K-12
Nettles, cindy	Guidance Counselor
Pearce, Mary	Instructional Technology
Stover, Adam	Teacher, K-12
Strain, Lee	Teacher, K-12
Tebo, Vivian	Teacher, K-12
Teston, Stacy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal, Chris Roberts: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal, Shawn Tyre: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

General Education Teachers, Cheri Legg (K), Kristin Morley (1), Jen Horvatin (2), Stacy Teston (3), Lee Strain (4), Adam Stover (5) – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher representative: Chelsea Boyette, Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

School Psychologist, Kim Martin: 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 evaluation; assists in facilitation data-based decision making activities.

Behavior Representative (PBS), Cindy Nettles: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist, Amy Holloway: 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 systematic patterns of student need with respect to language skills.

Guidance Counselor, Cindy Nettles: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Technology Specialist, Mary Pearce: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Assist teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Work to foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chris Roberts	Principal
Shawn Tyre	Education Support Employee
Maria Delgado	Education Support Employee
Bridget Carlisle	Parent
Bryan Legg	Business/Community
Ida Mendoza	Parent
Jill Horak	Teacher
Vivian Tebo-Bennett	Parent
Cindy Farmer	Business/Community
Melissa Giles	Parent
John Watson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC will review FCAT data, school climate surveys, and ongoing assessment data from 2013-2014 to evaluate the effectiveness of the 2013-2014 School Improvement Plan.

Development of this school improvement plan

The SAC will discuss and problem solve concerns related to school that deal directly with student safety and academic achievement to be addressed in the 2014-2015 School Improvement Plan. The SAC will provide input in the creation of the 2014-2015 School Improvement Plan. The SAC will review and approve the final draft provided to the State and District.

Preparation of the school's annual budget and plan

The SAC will provide input and approval of how School Recognition money will be used to increase student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NA

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Roberts, Christopher	Principal
Tyre, Shawn	Assistant Principal
Legg, Cheri	Teacher, K-12
Morley, Kristin	Teacher, K-12
Horvatin, Jen	Teacher, K-12
Teston, Stacy	Teacher, K-12
Strain, Lee	Teacher, K-12
Stover, Adam	Teacher, K-12
Brennan, Chris	Instructional Coach
Boyette, Chelsea	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT works to support and promote literacy within our school by meeting monthly to provide the support needed within our school. When team members meet, each member brings to the table any areas of concern or need that has been expressed by the grade level he/she represents. Members of the team work together to provide support, suggest resources and give assistance to those who are in need. This coming school year, the district has sent a district Reading Coach to our school to provide an additional layer of support for our staff.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning time is created among grade level teams to provide 50 minutes of common planning time each day. Arrangements can be made to allow time for teachers to observe in other teacher classrooms on an as needed basis. Instructional resources provided by the district are shared with all teachers to assist with planning effective instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

To recruit effective teachers to our school, we serve as a model school for local colleges and universities to place interns with our staff. When searching for an applicant to fill a position, we utilize the District's Recruitment Hiring System (RHS) to advertise positions available at the school. From the list of candidates who have applied, the administration looks closely at the applicant's credentials to ensure they are certified-in-field before they are offered an interview. Once a new teacher has been hired, we

partner the new teacher with a veteran staff member to serve as a mentor to assist them with the challenges they face. The administration conducts observations of new staff members and meets with them individually to offer suggestions on how to improve instruction within their classroom and offer supports as needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with a veteran staff member on their grade level to offer the support and encouragement needed. The mentor and new teacher meet weekly to discuss any challenges the new teacher faces. Arrangements are made to cover the new teacher's class so that she can observe in her mentor's classroom on an as needed basis. Arrangements can also be made to cover the mentor's class so she can model lessons in the new teacher's classroom as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school utilizes resources and materials recommended and provided by our district. Our teachers follow the Learning Maps created by the district to ensure their instruction is aligned to Florida standards. CPALMS is utilized by teachers to create lessons aligned to Florida standards. District support coaches in reading, math and science visit our school and offer support and resources to assist our teachers in providing a strong instructional program aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers utilize data from formative and summative assessments, FAIR and ongoing assessments to determine student mastery of state standards. Teachers differentiate instruction utilizing small groups to meet the diverse needs of his/her students. Teachers use resources provided in CPALMS, Reading Wonders, Go Math, Think Central and district learning maps to provide additional instructional tools, materials and methods to meet the needs of his/her individual students. Teachers monitor student progress using weekly progress monitoring checks to determine if the instruction is meeting the student's individual needs, and make adjustments in instruction as needed to ensure student success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,020

Beginning in January we will provide an Extended Learning Program (ELP) for identified students in grades 3 & 4. ELP will meet two days a week for an hour each day. One day of the program will focus on improving reading comprehension skills and the second day will focus on increasing student achievement in math.

Strategy Rationale

The rationale behind our program is that if we provide additional time and resources to a select group of students our efforts will increase student achievement in reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Roberts, Christopher, christophe.roberts@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will compare student's Improve Math and FAIR Reading data from the beginning of the year to the end of the year assessments. We will also analyze the data we receive from the Florida Standards Assessment administered in late March/April.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In May Highland City Elementary hosts a program of education and awareness for the children and families of in-coming kindergarten students called "Kindergarten Big Step". A full overview of the kindergarten curriculum, expectations, as well as familiarization of the school site is offered to ensure a smooth and successful transition from home to school. Readiness materials are supplied during Kindergarten Big Step so that parents can become actively involved in their child's educational process.

Our students who are transitioning from 5th grade to middle school attend an assembly at our school site hosted by the middle school our students will attend. The representatives from the middle school discuss the importance of scoring well on the state test due to its impact on the number of electives the student can take. The middle school informs the students on the variety of electives they can choose from and offer support and guidance as the student fills out their middle school form.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We are an elementary school.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We are an elementary school.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We are an elementary school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We are an elementary school.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Differentiate content area instruction to meet the needs of all students and address all Individual Student Progress Monitoring Plans.
- G2.** All teachers will collaboratively plan instruction aligned with the Florida Standards for high quality, engaging instruction that promotes higher order thinking.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Differentiate content area instruction to meet the needs of all students and address all Individual Student Progress Monitoring Plans. 1a

G058876

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
ELA/Reading Gains	68.0

Resources Available to Support the Goal 2

- Instructional Staff
- Test Item Specs
- CPalms
- IBTP generated questions
- Resource staff

Targeted Barriers to Achieving the Goal 3

- Proper data provided and use of the data

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. All teachers will collaboratively plan instruction aligned with the Florida Standards for high quality, engaging instruction that promotes higher order thinking. 1a

G057274

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	75.0
FSA - English Language Arts - Proficiency Rate	75.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- District Coaches
- District Curriculum Maps
- Internet Resources (CPALMS, Xtra Math)
- The Florida Standards
- Professional Development Opportunities
- School Based Leadership Team

Targeted Barriers to Achieving the Goal 3

- Instruction- Teachers do not have an understanding of the higher levels of complexity needed in instruction to meet the rigor of the new Florida Standards.

Plan to Monitor Progress Toward G2. 8

We will collect data from ongoing teacher assessments, district and state assessments to determine our progress toward our goal.

Person Responsible

Christopher Roberts

Schedule

Quarterly, from 9/3/2014 to 6/4/2015

Evidence of Completion

We will collect data from ongoing teacher assessments, district and state assessments to determine our progress toward our goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Differentiate content area instruction to meet the needs of all students and address all Individual Student Progress Monitoring Plans. **1**

 G058876

G1.B3 Proper data provided and use of the data **2**

 B149904

G1.B3.S1 Small group instruction utilized to meet the individual needs of students and the areas that they are deficient in. **4**

 S161768

Strategy Rationale

Students will gain the skills necessary to understand concepts and be more successful academically.

Action Step 1 **5**

Teachers will meet collaboratively and design small group instruction to meet the needs of individual students.

Person Responsible

Christopher Roberts

Schedule

On 6/4/2015

Evidence of Completion

Data collected on RTI sheets will be monitored

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Direct observation in the classroom, RTI sheets specifying skills being taught and success documented

Person Responsible

Christopher Roberts

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

RTI sheets indicating success rate, information collected from informal and formal assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

We will collect data from ongoing teacher assessments, district and state assessments to determine progress

Person Responsible

Christopher Roberts


Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

G1.B3.S2 Tutoring- teachers select students based on data that shows need in areas of math and ELA

4

 S161769

Strategy Rationale

Students will be given extended day opportunity to work on skills and concepts for which they are deficient,

Action Step 1 5

Look at teacher assessments, district assessments and state assessments to determine students that will qualify for tutoring.

Person Responsible

Christopher Roberts

Schedule

On 4/10/2015

Evidence of Completion

The data collected from various assessments and teacher input will be utilized in making tutoring decisions.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Observation of tutoring program, tutoring teacher input, and results on assessments will be utilized.

Person Responsible

Christopher Roberts

Schedule

Biweekly, from 1/6/2015 to 4/10/2015

Evidence of Completion

Use data collected from assessments both formal and informal, student work samples

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Observation during tutoring, discussion regarding strategies used during sessions

Person Responsible

Christopher Roberts

Schedule

Biweekly, from 1/6/2015 to 4/10/2015


Evidence of Completion

Collection of and analysis of student work, results on student, district and state assessments


G2. All teachers will collaboratively plan instruction aligned with the Florida Standards for high quality, engaging instruction that promotes higher order thinking. 1

 G057274

G2.B2 Instruction- Teachers do not have an understanding of the higher levels of complexity needed in instruction to meet the rigor of the new Florida Standards. 2

 B145035

G2.B2.S1 Planning- Provide needed resources and time for teachers to be able to plan lessons aligned with the Florida Standards 4

 S157259

Strategy Rationale

Lessons that are well planned will be of higher quality.

Action Step 1 5

Utilize district coaches (reading, math, science) to assist teachers with lesson plan design aligned with the Florida Standards.

Person Responsible

Christopher Roberts

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Administration will observe lessons using the Journey system to collect evidence of high quality lesson design.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will attend grade level collaborative meetings and provide feedback for effective instruction. District coaches will be utilized to provide additional support to ensure the fidelity of implementation.

Person Responsible

Christopher Roberts

Schedule

Biweekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Evidence will be collected utilizing the Journey observation system. Documentation of meetings and trainings will be maintained.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will observe lessons and provide feedback. District coaches will be utilized to provide additional support to ensure the fidelity of implementation.

Person Responsible

Christopher Roberts

Schedule

Biweekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Evidence will be collected utilizing the Journey observation system. Documentation of meetings and trainings will be maintained.

G2.B2.S2 Engagement- Teachers will plan lessons which enable students to be an active learner 4

 S157260

Strategy Rationale

Students will be more engaged in their learning

Action Step 1 5

Lessons will be planned by teachers which utilize strategies that engage students in active learning.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Administration will check lesson plans weekly and observe lessons in the classroom to ensure fidelity.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Frequent classroom observations with feedback.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Classroom observation

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S3 Quality- Administration will observe lessons and provide teachers with feedback to improve the quality of instruction. 4

 S157261

Strategy Rationale

Observations and feedback will improve the quality of instruction.

Action Step 1 5

Administration will observe lessons and provide teachers with feedback to improve the quality of instruction.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Lesson plans and instructional observations completed in Journey

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

The administrative team will work together to observe teachers and provide feedback to improve instruction.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Lesson plan analysis and observations entered into Journey.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

The administrative team will work together to observe teachers and provide feedback to improve instruction.

Person Responsible

Christopher Roberts


Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Lesson plan analysis and observations entered into Journey.

G2.B2.S4 Higher Order Thinking 4

 S157262

Strategy Rationale

To allow students to develop a deeper understanding of concepts and standards.

Action Step 1 5

Students will be provided the opportunity to drill down with the standards to gain a deeper knowledge base.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

On-going assessment data and state assessment data will be utilized to determine higher order thinking.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Direct observation in the classroom, student work and student conversation explaining skills being taught and their knowledge base.

Person Responsible

Christopher Roberts

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Use data collected from on-going assessments both formal and informal, data collected from the state assessment. Student work samples

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Teacher observation weekly with specific feedback focusing on higher order thinking

Person Responsible

Christopher Roberts

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Collection and analysis of on-going assessment, district assessment and state assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Polk - 1061 - Highland City Elementary School - 2014-15 SIP
Highland City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Utilize district coaches (reading, math, science) to assist teachers with lesson plan design aligned with the Florida Standards.	Roberts, Christopher	9/3/2014	Administration will observe lessons using the Journey system to collect evidence of high quality lesson design.	6/4/2015 monthly
G2.B2.S2.A1	Lessons will be planned by teachers which utilize strategies that engage students in active learning.	Roberts, Christopher	9/2/2014	Administration will check lesson plans weekly and observe lessons in the classroom to ensure fidelity.	6/4/2015 weekly
G2.B2.S3.A1	Administration will observe lessons and provide teachers with feedback to improve the quality of instruction.	Roberts, Christopher	9/3/2014	Lesson plans and instructional observations completed in Journey	6/4/2015 weekly
G2.B2.S4.A1	Students will be provided the opportunity to drill down with the standards to gain a deeper knowledge base.	Roberts, Christopher	8/18/2014	On-going assessment data and state assessment data will be utilized to determine higher order thinking.	6/4/2015 weekly
G1.B3.S1.A1	Teachers will meet collaboratively and design small group instruction to meet the needs of individual students.	Roberts, Christopher	9/3/2014	Data collected on RTI sheets will be monitored	6/4/2015 one-time
G1.B3.S2.A1	Look at teacher assessments, district assessments and state assessments to determine students that will qualify for tutoring.	Roberts, Christopher	1/6/2015	The data collected from various assessments and teacher input will be utilized in making tutoring decisions.	4/10/2015 one-time
G1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	We will collect data from ongoing teacher assessments, district and state assessments to determine progress	Roberts, Christopher	9/2/2014		6/4/2015 monthly
G1.B3.S1.MA1	Direct observation in the classroom, RTI sheets specifying skills being taught and success documented	Roberts, Christopher	9/2/2014	RTI sheets indicating success rate, information collected from informal and formal assessments	6/4/2015 weekly
G1.B3.S2.MA1	Observation during tutoring, discussion regarding strategies used during sessions	Roberts, Christopher	1/6/2015	Collection of and analysis of student work, results on student, district and state assessments	4/10/2015 biweekly
G1.B3.S2.MA1	Observation of tutoring program, tutoring teacher input, and results on assessments will be utilized.	Roberts, Christopher	1/6/2015	Use data collected from assessments both formal and informal, student work samples	4/10/2015 biweekly
G2.MA1	We will collect data from ongoing teacher assessments, district and state assessments to determine our progress toward our goal.	Roberts, Christopher	9/3/2014	We will collect data from ongoing teacher assessments, district and state assessments to determine our progress toward our goal.	6/4/2015 quarterly
G2.B2.S1.MA1	Administration will observe lessons and provide feedback. District coaches will be utilized to provide additional support to ensure the fidelity of implementation.	Roberts, Christopher	9/3/2014	Evidence will be collected utilizing the Journey observation system. Documentation of meetings and trainings will be maintained.	6/4/2015 biweekly
G2.B2.S1.MA1	Administration will attend grade level collaborative meetings and provide feedback for effective instruction. District coaches will be utilized to provide additional support to ensure the fidelity of implementation.	Roberts, Christopher	9/3/2014	Evidence will be collected utilizing the Journey observation system. Documentation of meetings and trainings will be maintained.	6/4/2015 biweekly
G2.B2.S2.MA1	[no content entered]			one-time	
G2.B2.S2.MA1	Frequent classroom observations with feedback.	Roberts, Christopher	9/3/2014	Classroom observation	6/4/2015 weekly
G2.B2.S3.MA1	The administrative team will work together to observe teachers and provide feedback to improve instruction.	Roberts, Christopher	9/3/2014	Lesson plan analysis and observations entered into Journey.	6/4/2015 weekly
G2.B2.S3.MA1	The administrative team will work together to observe teachers and provide feedback to improve instruction.	Roberts, Christopher	9/3/2014	Lesson plan analysis and observations entered into Journey.	6/4/2015 weekly
G2.B2.S4.MA1	Teacher observation weekly with specific feedback focusing on higher order thinking	Roberts, Christopher	8/18/2014	Collection and analysis of on-going assessment, district assessment and state assessments	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S4.MA1	Direct observation in the classroom, student work and student conversation explaining skills being taught and their knowledge base.	Roberts, Christopher	8/18/2014	Use data collected from on-going assessments both formal and informal, data collected from the state assessment. Student work samples	6/4/2015 weekly
G2.B2.S4.MA3	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. All teachers will collaboratively plan instruction aligned with the Florida Standards for high quality, engaging instruction that promotes higher order thinking.

G2.B2 Instruction- Teachers do not have an understanding of the higher levels of complexity needed in instruction to meet the rigor of the new Florida Standards.

G2.B2.S1 Planning- Provide needed resources and time for teachers to be able to plan lessons aligned with the Florida Standards

PD Opportunity 1

Utilize district coaches (reading, math, science) to assist teachers with lesson plan design aligned with the Florida Standards.

Facilitator

District coaches (reading, math, science) and administration

Participants

Teachers

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0