

students

school

teaching

improvement

strategic

collaborative

family

environment

instruction

needs

goals

mission

vision

public

and

community

involvement

planning

building

relationships

achievement

supportive

problem solving

8-Step

zero

ambitious

effective

leadership

strategies

resources

assessment

career

college

and

public

and

mission

vision

## Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

www.osceola.k12.fl.us

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

56%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

90%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

C

B

A

### School Board Approval

This plan is pending approval by the Osceola 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Highlands Elementary is to nurture, guide, and challenge all of our students to achieve their maximum potential.

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

Highlands Elementary School, in partnership with parents and community members, is committed to creating an environment of high academic expectations where all individuals through support, interventions and enrichment, grow to their greatest potential.

#### School Environment

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

Through both data disaggregation and personal interaction, Highlands' staff will acquire quantitative and qualitative data that increases awareness of the students' diverse cultural backgrounds that leads to building rapport and relationships with each and every student and family that we serve at Highlands Elementary School.

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

Highlands Elementary School adheres to all of the policies and procedures set forth by The School District of Osceola County to ensure a safe and academically focused conducive environment. School Board rules charge school-based leadership with promoting a safe environment that does not tolerate 'bullying-like behavior' within the school setting, and, furthermore, allows for school leaders to regulate cyber-related incidents. In order to increase safety, Highlands Elementary works collaboratively with multiple departments within the county, as well as, outside the county (Kissimmee Police Department and Osceola Sheriff's Department) to create a safe and secure educational environment.

##### **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**

Osceola County Schools has an MTSS protocol, as well as, a discipline matrix that clearly iterates and identifies the consequences and/or disciplinary measures for specific behavioral offenses. Furthermore, Highlands Elementary School has adopted a school-wide PBS structure that is conducive to establishing fair and consistent systematic behavioral strategies and interventions to promote student learning.

##### **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**

Behavioral MTSS provides students with the resources to successfully achieve their full potential by providing individual behavioral plans, as well as, providing individual and group support that addresses the social-emotional needs of all students.



## 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

In addition to tracking student attendance, number of suspensions, course failure, and students who score a level 1 on statewide assessments in ELA and mathematics, we also document and track the number of students that have been retained in K-5.

### 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	25	13	12	11	4	75
One or more suspensions	4	2	4	7	9	14	40
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	44	29	34	107
Students retained	9	2	5	12	0	0	28

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	1	11	20	11	44

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

The leadership team, comprised of the Principal, Assistant Principals, Reading Coach, Math/Science Coach, LRS, Guidance Counselor, and ESOL Compliance Specialist will develop a report with each student exhibiting two or more early warning indicators. Furthermore, teacher will be made aware of these high-risk students and will be offered additional support to promote student success.

## 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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

**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**

Highlands Elementary, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

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**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
Doe, Alison	Principal
Pagan, Shelby	Assistant Principal
Hayes, Jason	Assistant Principal
Jones, Deborah	Instructional Coach
Griffin, Carla	Guidance Counselor
Rosenbaum, Rachel	Instructional Coach
Williams, Isis	Instructional Coach
Rivera, Valerie	Other

## Duties

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

Guidance Counselor will lead the MTSS team in collection, interpretation and analysis of data, facilitates development of intervention plan, provides support and resources to staff, and ensures fidelity of intervention and collection of data.

Instructional Coaches will assist teachers in collection, interpretation, and analysis of data, provide resources for intervention and help monitor for fidelity. Coaches will support the implementation of Tier 1, 2, and 3 students and assist in progress monitoring assessments and provide professional development in necessary areas.

Administration will support the team in analysis of data and providing professional development for teachers. Administration will assist in communicating with parents and outside resources to help our students.

School Psychologist will participate in collection, interpretation and analysis of data, facilitate development of intervention plans, and provide support for by communicating with parents and others outside of school.

### ***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***

One of the data sources that will be utilized this year to summarize data at each tier for reading, math, and behavior is the Osceola Data Management System (ODMS). ODMS offers a range of information from school-wide FCAT data, discipline, and Early Warning Systems (EWS). Renaissance Place (AR & STAR) is used to summarize data at each tier monitor both reading and math progress. These data components are disaggregated and can be accessed easily. Data from prior years can be accessed and categorized for the purpose of comparison and goal setting.

Title I Part A: Services are provided to ensure students requiring additional remediation are assisted through after school tutoring.

Title I Part C Migrant: Migrant liaison provides services and support to student and parents,. The liaison coordinates with Title I and other programs.

Title 1 Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop Out Prevention program.

Title II: District receives supplemental finds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms increase the instructional strategies provided to students.

Title III: Services are provided through the district for education materials and ELL district support

services to improve the education of immigrant and English Language Learners.

Title VI Part B:

Title X Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services) for students identified. These services are allocated through coordination between the district social worker and school families in transition (FIT) coordinator.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds.

Violence Prevention Programs: The school offers a non-violent and anti-bullying program to students that incorporate counseling as needed.

Nutritional Programs: Free breakfast and free lunch are both provided to all Highlands' students free of charge through a federally funded program.

Housing Program: N/A

Head Start: N/A

Career and Technical Education: N/A

Job Training: N/A

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, Focus, MyPGS, and Daily 5 for mathematics. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Bethania Baldwin	Teacher
Alison Doe	Principal
	Student
Betahnia Baldwin	Teacher
German Ortiz	Teacher
Tennessee Martin	Teacher
Wallene Kingston	Teacher
Sharron Colburn	Teacher
	Student

## 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 Committee provided crucial feedback and suggestions that influence and reform the school improvement plan. This year, the SAC Committee will meet monthly to discuss, and provide feedback and suggestions, regarding the function, policies, and procedures of Highlands Elementary.

### *Development of this school improvement plan*

1. Assists in developing or reviewing school vision.
2. Collects and analyzes external community data with internal school information for needs assessment.
3. Assists in the preparation and evaluation of the school improvement plan.
4. Advertises the final draft of the SIP and conducts a public meeting for community suggestions and modification.

### *Budgeting and Personnel*

1. Develops plan for expenditure and ensuring alignment of SIP fund to specific school goal objectives.
2. Assists with the preparation of school's annual budget.
3. Approves proper SAC fund expenditure to ensure accordance with specific SIP objectives.

### *Implementation*

1. Communicate to community SIP implementation process.
2. Supports SIP and assists principal and staff in implementation when appropriate.
3. Serves as community advocate and assists in public relations for SIP Evaluation.
4. Provides ongoing review of progress toward implementation of SIP goals.
5. Evaluates outcomes for success by monitoring short and long term objectives

### *Preparation of the school's annual budget and plan*

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

Technology software and licenses, including purchase of Brain Pop and Flocabulary  
 Science Olympiad/ Math Olympiad (sponsor event at HLES)  
 Incentives for students  
 Supplies for Art and Music classes

**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
Doe, Alison	Principal
Pagan, Shelby	Assistant Principal
Hayes, Jason	Assistant Principal
Rosenbaum, Rachel	Instructional Coach
Rivera, Valerie	Other
Williams, Isis	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

ThePromote and assist with the implementation of the following:

Florida Standards

-KidBiz

-STAR Renaissance

Flocabulary

-Analyzing school-wide assessment data

-Monitor School Improvement Plan objectives, strategies, and results

-Literacy Night

-Promote a passion for Reading through reading Challenge Days in December and March

-Invite authors to come and speak to students

Reading Coach, Administrator, Grade Level Reading Resource Representatives,

**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**

PLCs are well-established at Highlands Elementary. Teacher collaboration is frequent and formal PLC meetings (horizontal and vertical) happen bi-weekly. All staff participates in a climate survey annually, and school leadership responds to the data gathered to promote a collaborative and supportive environment.

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

Any new hires to Highlands Elementary receives a mentor, regardless what years of experience they have. Monthly meetings are held and professional development is given in different areas of curriculum and best practices.

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

Monthly meetings will be held to discuss mandatory items such as progress reports and report cards. This time will allow for collaboration between new teachers and their mentors. Other mentoring activities include professional development specific to brand new teachers and their needs. The pairing up will be done based on teacher's need and grade level specific mentors.

## **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***

Highlands Elementary utilizes materials and resources provided and supported by Osceola County Schools that have been reviewed and analyzed by district personnel.

#### **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***

STAR (Early Literacy, Math and Reading), Data Director, Unit Assessments, ODMS reports, data from FOCUS, as well as, other common assessments are utilized. Teachers, along with administrative designees, will also review data and meet with teachers as needed to discuss student achievement and progress.

We utilize, per county recommendation, STAR Enterprise as stated. This program will enable us to track the effectiveness of core instruction, as well as, the impact of specific data-based intervention strategies. This program provides diagnostic information that allows us to focus on the needs of specific students, as well as, specific groups of students. The data collected will drive our core instruction and our MTSS interventions allowing us to assist all students, through differentiated instructional practices, in the goal of ensuring that every student reaches their highest potential.

***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: Extended School Day**

**Minutes added to school year: 2,280**

The ELO program at Highlands will target the students in the lowest quartile in reading and math in grades 3, 4, and 5. Students will work in small groups on interventions targeted to meet their needs as prescribed by STAR. Students will meet 2 hours a week after school for this tutoring. In addition, all 4th graders will be invited for an additional 6 hours of writing instruction and 5th graders an additional 6 hours of science instruction. Students will be grouped based on test scores.

Teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Pagan, Shelby, paganshe@osceola.k12.fl.us

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

Reading and Math will be monitored by the STAR assessment, which will be given monthly. It will be analyzed to see if the intervention provided is helping the students close their instructional gap.

Writing will be monitored by comparing the Osceola Writes Scores.

Science will be monitored by looking at Data Director assessments.

**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**

During the month of May, students and families are invited to attend our annual Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions.

Once students are in kindergarten, they are assessed in mid-September utilizing FLKRS and FAIR. This data is collected and disaggregated by and is utilized to plan daily academic and social/emotional instruction for all students and assists in identifying those in need of additional interventions outside the core instruction.

**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**

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



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

***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***

## 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.** Highlands Elementary will effectively and efficiently support staff in the understanding and the implementation of the standards through planning, collaboration, and professional development.
- G2.** Create an environment conducive to learning for all students with a specific focus on our ELL population.

## 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.** Highlands Elementary will effectively and efficiently support staff in the understanding and the implementation of the standards through planning, collaboration, and professional development. 1a

G049057

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- New Curriculum Timelines/Maps provided by the county
- Math/Science Coach support
- Sheltered instruction
- Moby Max
- Daily 5 Math
- Vertical PLC's
- Grade level PLC's
- Math/Science Coach PD
- Math Solutions Training
- Feedback from increased walkthroughs
- Reading Coach support
- Reading Coach PD
- Flocabulary
- KIDBIZ
- Core-Connections PD
- Reading-based PD

**Targeted Barriers to Achieving the Goal** 3

- The lessons do not reflect the full intent of the grade-level content Standard(s) or parts thereof

**Plan to Monitor Progress Toward G1.** 8

Student data will be collected from common assessments and STAR. Teacher understanding will be evident via student performance on these assessments measuring the mastery of essential elements.

**Person Responsible**

Alison Doe

**Schedule**

Biweekly, from 9/5/2014 to 6/4/2015

**Evidence of Completion**

Data will be tracked by the leadership team and shared with stakeholders. .

**G2.** Create an environment conducive to learning for all students with a specific focus on our ELL population. 1a

G037132

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ELL	58.0
AMO Math - ELL	57.0

**Resources Available to Support the Goal** 2

- County support
- Dual Language Materials
- Additional ESOL support

**Targeted Barriers to Achieving the Goal** 3

- Academic instruction not accessible to NES students

**Plan to Monitor Progress Toward G2.** 8

Data will be collected frequently by both County-based and school-based personnel

**Person Responsible**

Valerie Rivera

**Schedule**

Every 6 Weeks, from 9/15/2014 to 9/15/2014

**Evidence of Completion**

Students' scores on benchmark assessments will be collected

## 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.** Highlands Elementary will effectively and efficiently support staff in the understanding and the implementation of the standards through planning, collaboration, and professional development. **1**

 **G049057**

**G1.B7** The lessons do not reflect the full intent of the grade-level content Standard(s) or parts thereof **2**

 **B123138**

**G1.B7.S1** Providing additional internal and external PD to help clarify standards, provide modeling, observation opportunities, as well as, instructional feedback. **4**

 **S135044**

### Strategy Rationale

By effectively providing PD and training, combined with implementation timelines, walkthrough feedback, and follow-up as needed, teachers' understanding of standards should increase along with the implementation of standards-based instruction.

### Action Step 1 **5**

HLES will provide Math Solutions training days

#### Person Responsible

Alison Doe

#### Schedule

Every 6 Weeks, from 7/15/2014 to 6/2/2015

#### Evidence of Completion

PD inservice record of instructional staff

**Action Step 2** 5

Conduct academically focused grade level meetings that include in-house PD

**Person Responsible**

Alison Doe

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

***Evidence of Completion***

Grade level sign-in sheets

**Action Step 3** 5

Facilitate and require PLC planning allowing for consensus and commonality as it relates to the Standards

**Person Responsible**

Alison Doe

**Schedule**

Biweekly, from 8/19/2014 to 6/2/2015

***Evidence of Completion***

PLC notes and minutes

**Action Step 4** 5

Provide multiple opportunities for instructional staff to observe master teachers

**Person Responsible**

Shelby Pagan

**Schedule**

Every 2 Months, from 8/26/2014 to 5/1/2015

***Evidence of Completion***

Reflections from observations provided by the observer

### Action Step 5 5

HLES will provide PD opportunities in ELA including PD from Core Connections

**Person Responsible**

Rachel Rosenbaum

**Schedule**

Quarterly, from 9/24/2014 to 4/22/2015

***Evidence of Completion***

PD sign-in sheets

### Action Step 6 5

HLES will develop an implementation calendar clearly stating when strategies learned at PD will be fully implemented ('calendarization')

**Person Responsible**

Alison Doe

**Schedule**

Monthly, from 10/6/2014 to 5/25/2015

***Evidence of Completion***

Implementation calendar

### Action Step 7 5

Daily walkthroughs will be conducted to ensure the implementation of strategies and fidelity of instruction.

**Person Responsible**

Alison Doe

**Schedule**

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

***Evidence of Completion***

Evidence will be recorded in My PGS

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Daily walkthroughs conducted by the leadership team to ensure that practices and strategies discussed in PD and weekly grade level meetings are being utilized.

**Person Responsible**

Alison Doe

**Schedule**

Daily, from 8/19/2014 to 6/4/2015

***Evidence of Completion***

Evidence for these walkthroughs will be provided by a checklist, as well as, observations entered into MyPGS.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

The collection of minutes and common assessment results will demonstrate that PLC planning sessions are being conducted with fidelity.

**Person Responsible**

Shelby Pagan

**Schedule**

Weekly, from 8/20/2014 to 6/5/2015

***Evidence of Completion***

The collection of minutes and common assessment results.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Teachers will create differentiated lessons to ensure that all students master the essential elements that have been identified thereby demonstrating their own understanding of the standards.

**Person Responsible**

Alison Doe

**Schedule**

Weekly, from 9/2/2014 to 6/3/2015

***Evidence of Completion***

Evidence of teacher understanding will be evident in walkthrough observations and from the student data collected from common assessments.



**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Walkthrough data

**Person Responsible**

Alison Doe

**Schedule**

Daily, from 8/19/2014 to 6/5/2015

***Evidence of Completion***

Evidence will be collected from daily walkthroughs to demonstrate the action plan for the effectiveness of the strategy.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Standards-based common assessment scores

**Person Responsible**

Alison Doe

**Schedule**

On 6/5/2015

***Evidence of Completion***


Evidence for effectiveness will be provided through the common assessment scores and notes from PLC meetings that focus on reflecting and planning based upon these scores.

**G2.** Create an environment conducive to learning for all students with a specific focus on our ELL population.

1

 G037132

**G2.B4** Academic instruction not accessible to NES students 2

 B100646

**G2.B4.S1** Implement an extensive Sheltered program for K-2 students 4

 S111901

**Strategy Rationale**

A Sheltered program implemented with fidelity will help support student learning.

**Action Step 1** 5

Partner with Osceola County's Multicultural Department to procure materials and training.

**Person Responsible**

Alison Doe

**Schedule**

Annually, from 5/2/2014 to 5/29/2015

***Evidence of Completion***

Meeting notes

**Action Step 2** 5

Build Sheltered K-2 classes

**Person Responsible**

Alison Doe

**Schedule**

On 8/6/2014

***Evidence of Completion***

class rosters

**Action Step 3** 5

Ensure effective instruction is taking place in these designated classrooms.

**Person Responsible**

Alison Doe

**Schedule**

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

***Evidence of Completion***

Data is recorded in MyPGS

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

County visits

**Person Responsible**

Alison Doe

**Schedule**

Monthly, from 8/19/2014 to 6/4/2015

***Evidence of Completion***

Data collected from county officials and shared with school-based leadership

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Administrative walkthrough data reviewed

**Person Responsible**

Alison Doe

**Schedule**

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

***Evidence of Completion***

Documentation provided in MyPGS.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Academic performance of students enrolled in Sheltered classes will be closely monitored to ensure that instruction is being delivered in a way that eliminates the barrier.

**Person Responsible**

Valerie Rivera


**Schedule**

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

**Evidence of Completion**

Data will be tracked and documented to ensure that we are closing the gap between NES and English speaking students.

**G2.B4.S2** Provide sheltered reading instruction for 3-5 4

 S111902

**Strategy Rationale**

Sheltered reading instruction will provide access to grade-level content and promote English language proficiency for our students.

**Action Step 1** 5

Identify enrolled NES students

**Person Responsible**

Alison Doe

**Schedule**

On 8/7/2014

**Evidence of Completion**

Compiled list of all NES students

## Action Step 2 5

Create a schedule to allow for sheltered instructional time

**Person Responsible**

Alison Doe

**Schedule**

On 7/30/2014

***Evidence of Completion***

Master schedule

## Action Step 3 5

Provide professional development for instructional staff participating in this initiative

**Person Responsible**

Alison Doe

**Schedule**

Monthly, from 5/1/2014 to 6/4/2015

***Evidence of Completion***

sign-in sheets

## Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Walkthroughs performed by leadership team and data monitoring

**Person Responsible**

Alison Doe

**Schedule**

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

***Evidence of Completion***

Walkthrough data, as well as, studnet performance data

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7**

Data gathered will be compared with previous data collected from NES population

**Person Responsible**

Valerie Rivera

**Schedule**

Every 2 Months, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Data from common assessments

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1	Partner with Osceola County's Multicultural Department to procure materials and training.	Doe, Alison	5/2/2014	Meeting notes	5/29/2015 annually
G2.B4.S2.A1	Identify enrolled NES students	Doe, Alison	7/16/2014	Compiled list of all NES students	8/7/2014 one-time
G1.B7.S1.A1	HLES will provide Math Solutions training days	Doe, Alison	7/15/2014	PD inservice record of instructional staff	6/2/2015 every-6-weeks
G2.B4.S1.A2	Build Sheltered K-2 classes	Doe, Alison	7/7/2014	class rosters	8/6/2014 one-time
G2.B4.S2.A2	Create a schedule to allow for sheltered instructional time	Doe, Alison	6/16/2014	Master schedule	7/30/2014 one-time
G1.B7.S1.A2	Conduct academically focused grade level meetings that include in-house PD	Doe, Alison	8/19/2014	Grade level sign-in sheets	6/2/2015 weekly
G2.B4.S1.A3	Ensure effective instruction is taking place in these designated classrooms.	Doe, Alison	8/18/2014	Data is recorded in MyPGS	6/4/2015 daily
G2.B4.S2.A3	Provide professional development for instructional staff participating in this initiative	Doe, Alison	5/1/2014	sign-in sheets	6/4/2015 monthly
G1.B7.S1.A3	Facilitate and require PLC planning allowing for consensus and commonality as it relates to the Standards	Doe, Alison	8/19/2014	PLC notes and minutes	6/2/2015 biweekly
G1.B7.S1.A4	Provide multiple opportunities for instructional staff to observe master teachers	Pagan, Shelby	8/26/2014	Reflections from observations provided by the observer	5/1/2015 every-2-months
G1.B7.S1.A5	HLES will provide PD opportunities in ELA including PD from Core Connections	Rosenbaum, Rachel	9/24/2014	PD sign-in sheets	4/22/2015 quarterly
G1.B7.S1.A6	HLES will develop an implementation calendar clearly stating when strategies learned at PD will be fully implemented ('calendarization')	Doe, Alison	10/6/2014	Implementation calendar	5/25/2015 monthly
G1.B7.S1.A7	Daily walkthroughs will be conducted to ensure the implementation of strategies and fidelity of instruction.	Doe, Alison	8/18/2014	Evidence will be recorded in My PGS	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Student data will be collected from common assessments and STAR. Teacher understanding will be evident via student performance on these assessments measuring the mastery of essential elements.	Doe, Alison	9/5/2014	Data will be tracked by the leadership team and shared with stakeholders. .	6/4/2015 biweekly
G1.B7.S1.MA1	Walkthrough data	Doe, Alison	8/19/2014	Evidence will be collected from daily walkthroughs to demonstrate the action plan for the effectiveness of the strategy.	6/5/2015 daily
G1.B7.S1.MA5	Standards-based common assessment scores	Doe, Alison	9/9/2014	Evidence for effectiveness will be provided through the common assessment scores and notes from PLC meetings that focus on reflecting and planning based upon these scores.	6/5/2015 one-time
G1.B7.S1.MA1	Daily walkthroughs conducted by the leadership team to ensure that practices and strategies discussed in PD and weekly grade level meetings are being utilized.	Doe, Alison	8/19/2014	Evidence for these walkthroughs will be provided by a checklist, as well as, observations entered into MyPGS.	6/4/2015 daily
G1.B7.S1.MA2	The collection of minutes and common assessment results will demonstrate that PLC planning sessions are being conducted with fidelity.	Pagan, Shelby	8/20/2014	The collection of minutes and common assessment results.	6/5/2015 weekly
G1.B7.S1.MA3	Teachers will create differentiated lessons to ensure that all students master the essential elements that have been identified thereby demonstrating their own understanding of the standards.	Doe, Alison	9/2/2014	Evidence of teacher understanding will be evident in walkthrough observations and from the student data collected from common assessments.	6/3/2015 weekly
G2.MA1	Data will be collected frequently by both County-based and school-based personnel	Rivera, Valerie	9/15/2014	Students' scores on benchmark assessments will be collected	9/15/2014 every-6-weeks
G2.B4.S1.MA1	Academic performance of students enrolled in Sheltered classes will be closely monitored to ensure that instruction is being delivered in a way that eliminates the barrier.	Rivera, Valerie	9/2/2014	Data will be tracked and documented to ensure that we are closing the gap between NES and English speaking students.	6/4/2015 weekly
G2.B4.S1.MA1	County visits	Doe, Alison	8/19/2014	Data collected from county officials and shared with school-based leadership	6/4/2015 monthly
G2.B4.S1.MA2	Administrative walkthrough data reviewed	Doe, Alison	8/18/2014	Documentation provided in MyPGS.	6/4/2015 weekly
G2.B4.S2.MA1	Data gathered will be compared with previous data collected from NES population	Rivera, Valerie	9/15/2014	Data from common assessments	6/5/2015 every-2-months
G2.B4.S2.MA1	Walkthroughs performed by leadership team and data monitoring	Doe, Alison	8/18/2014	Walkthrough data, as well as, studnet performance data	6/4/2015 daily

## 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.*

**G1.** Highlands Elementary will effectively and efficiently support staff in the understanding and the implementation of the standards through planning, collaboration, and professional development.

**G1.B7** The lessons do not reflect the full intent of the grade-level content Standard(s) or parts thereof

**G1.B7.S1** Providing additional internal and external PD to help clarify standards, provide modeling, observation opportunities, as well as, instructional feedback.

### PD Opportunity 1

HLES will provide Math Solutions training days

#### Facilitator

Math Solutions

#### Participants

Instructional personnel

#### Schedule

Every 6 Weeks, from 7/15/2014 to 6/2/2015

### PD Opportunity 2

HLES will provide PD opportunities in ELA including PD from Core Connections

#### Facilitator

Core Connections

#### Participants

Instructional staff

#### Schedule

Quarterly, from 9/24/2014 to 4/22/2015



**G2.** Create an environment conducive to learning for all students with a specific focus on our ELL population.

**G2.B4** Academic instruction not accessible to NES students

**G2.B4.S1** Implement an extensive Sheltered program for K-2 students

**PD Opportunity 1**

Partner with Osceola County's Multicultural Department to procure materials and training.

**Facilitator**

Osceola County Multicultural Department

**Participants**

Sheltered instructional staff and leadership team

**Schedule**

Annually, from 5/2/2014 to 5/29/2015

**G2.B4.S2** Provide sheltered reading instruction for 3-5

**PD Opportunity 1**

Provide professional development for instructional staff participating in this initiative

**Facilitator**

Multicultural Department

**Participants**

Sheltered instructional personnel

**Schedule**

Monthly, from 5/1/2014 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