

School District of Osceola County, FL

Highlands Elementary School



2016-17 Schoolwide Improvement Plan

Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Highlands Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 PBIS structure that is conducive to establishing fair and consistent systematic behavioral strategies and interventions to promote student learning.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	39	24	32	17	13	11	0	0	0	0	0	0	0	136
One or more suspensions	4	5	3	5	4	10	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	45	61	0	0	0	0	0	0	0	118
Students retained	15	6	5	30	0	0	0	0	0	0	0	0	0	56
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	3	7	12	0	0	0	0	0	0	0	26

c. 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 Principal, Reading Coach, Math/Science Coach, MTSS Coach, School Counselor, and Resource 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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.

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C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Doe, Alison	Principal
Griffin, Carla	School Counselor
Bynum, Rachel	Instructional Coach
Williams, Isis	Instructional Coach
Cummins, Patty	Assistant Principal
Medrano, Tamara	Instructional Coach
Milkovich, Kevin	Other

b. Duties

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

MTSS Coach and School 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.

2. 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 FOCUS. FOCUS offers a range of information from school-wide, FSA, FCAT data, discipline, and Early Warning Systems (EWS). IReady 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: 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. Learning Resource Specialists and Math/Science 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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

Title 1 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, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III: The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX : 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.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bethania Baldwin	Teacher
Alison Doe	Principal
	Student
Bethania Baldwin	Teacher
Wallene Kingston	Teacher
	Student
Maggie Lopez	Teacher
Casey Edwards	Teacher
	Student

b. Duties

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

a. 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.

b. 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 CIMS and conducts a public meeting for community suggestions and modification.

Budgeting and Personnel

1. Develops plan for expenditure and ensuring alignment of CIMS 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 CIMS 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 CIMS Evaluation.
4. Provides ongoing review of progress toward implementation of CIMS goals.
5. Evaluates outcomes for success by monitoring short and long term objectives

c. Preparation of the school's annual budget and plan

2. 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 \$3295.00

Incentives for students \$830.00

Supplies for Art and Music classes \$379.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Doe, Alison	Principal
Bynum, Rachel	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

ThePromote and assist with the implementation of the following:

Florida Standards

-Read 180

-IReady

Flocabulary

100 Book Club

-Analyzing school-wide assessment data

-Monitor School Improvement Plan objectives, strategies, and results

-Literacy Night

-Promote a passion for Reading Winter Break Challenge

Reading Coach, Administrator, Grade Level Reading Resource Representatives,

D. Public and Collaborative Teaching

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

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

PLCs have become well-established at Highlands Elementary. Teacher collaboration is frequent and formal PLC meetings (horizontal and vertical) happen bi-weekly. Eight PLC Lead teachers, as well as, my assistant principal attended Solution Tree's training in Orlando during the month of July. All staff participates in a climate survey annually, and school leadership responds to the data gathered to promote a collaborative and supportive environment.

2. 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 accumulated. Monthly meetings are held and professional development is given in different areas of curriculum and best practices.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Additional teacher requested materials are reviewed by our instructional coaches and/or administration. Any additional electronic resources are reviewed by administration and must be approved by the County's Software Approval Committee.

b. Instructional Strategies

1. 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.

IReady, Unit Assessments, 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, IReady 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.

2. 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 iReady. 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

Additional instructional time will increase student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Cummins, Patty, cumminsp@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 IReady 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 previous years' writing assessments.

Science will be monitored by looking at district assessments and summative assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. 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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G085382

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	55.0
Math Achievement District Assessment	56.0

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- New Curriculum Timelines/Maps provided by the county
- Math/Science Coach support
- Sheltered instruction
- 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
- Core-Connections PD
- Reading-based PD
- Read 180
- iReady

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Alison Doe

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Data will be tracked by the leadership team, as well as in monthly data chats with MTSS coach with entire grade levels. A calendar will be created with specific dates for meetings.

G2. Create an environment conducive to learning for all students. 1a

G085383

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	
AMO Math - ELL	
Math Lowest 25% Gains	71.0
ELA/Reading Lowest 25% Gains	33.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff struggling with effectively implementing best practices for all students

Resources Available to Help Reduce or Eliminate the Barriers 2

- County support
- Dual Language Materials
- Additional ESOL support
- Additional ESE support
- PD for all content area provided by district

Plan to Monitor Progress Toward G2. 8

Data from both formative and informative assessments, classroom walk throughs, lesson plans and information gathered from monthly data chats and bimonthly MTSS Leadership meetings

Person Responsible

Patty Cummins

Schedule

Monthly, from 9/15/2016 to 9/15/2016

Evidence of Completion

iReady data from Baseline, Mid-Year and EOY

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

 = 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**

 G085382

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

 B227074

G1.B7.S1 Providing additional internal and external PD to help clarify standards, provide modeling, observation opportunities, as well as, instructional feedback from school-based, county-based, and state-based personnel. **4**

 S239593

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 Juli Dixon training days

Person Responsible

Tamara Medrano

Schedule

Quarterly, from 6/13/2016 to 9/30/2016

Evidence of Completion

PD inservice record of instructional staff, PD to practice evidence through classroom walkthroughs and collaborative planning

Action Step 2 **5**

Conduct academically focused grade level collaborative planning that may that include in-house PD

Person Responsible

Rachel Bynum

Schedule

Weekly, from 8/11/2016 to 5/30/2017

Evidence of Completion

lesson plans, common assessments, proficiency scales

Action Step 3 5

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

Person Responsible

Patty Cummins

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

PLC minutes, lesson plans, common assessments, delivery of instruction evidence through CWT

Action Step 4 5

Further support on Proficiency Scales and how to implement in Reading, Math, and Science

Person Responsible

Alison Doe

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Proficiency Scales in classroom boards, student interactive notebooks, goal setting between students and teachers and monthly data chats

Action Step 5 5

HLES will provide PD opportunities in ELA including PD from Core Connections, 12 Steps of the Instructional Writing Plan

Person Responsible

Rachel Bynum

Schedule

Monthly, from 6/20/2016 to 9/30/2016

Evidence of Completion

All grades, K-5, will receive additional PD connecting writing and text, agenda and student writing samples

Action Step 6 5

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

Person Responsible

Alison Doe

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Evidence will be recorded in MyPGS and reflective feedback given to staff

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 8/10/2016 to 5/30/2017

Evidence of Completion

Evidence for these walkthroughs will be provided by observations entered into MyPGS and specific feedback

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

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

Person Responsible

Patty Cummins

Schedule

Weekly, from 8/17/2015 to 6/9/2016

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 8/10/2016 to 5/30/2017

Evidence of Completion

Evidence of teacher understanding will be evident in walkthrough observations, in lesson plans, 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 8/10/2016 to 5/30/2017

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

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Evidence for effectiveness will be provided through the common assessment scores, by grade and by class, and implementation of next steps for instruction seen in planning sessions and lesson plans


G2. Create an environment conducive to learning for all students. 1

 G085383

G2.B3 Instructional staff struggling with effectively implementing best practices for all students 2

 B227077

G2.B3.S1 Create intervention time that does not overlap with other grade levels 4

 S239597

Strategy Rationale

More interventions taking place and providing differentiated instruction for all students

Action Step 1 5

Build master schedule for 50 minute intervention time for each grade level

Person Responsible

Alison Doe

Schedule

On 5/30/2017

Evidence of Completion

Master Schedule, iii schedule

Action Step 2 5

Create a schedule to allow for iii instruction time

Person Responsible

Alison Doe

Schedule

On 5/30/2017

Evidence of Completion

master schedule

Action Step 3 5

Ensure effective instruction is taking place during iii time

Person Responsible

Alison Doe

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Look for with academic coaches, monitoring from MTSS coach during monthly data chats with grade levels

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Data will be gathered to compare student progress on IReady and other intervention resources

Person Responsible

Rachel Bynum

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

data from Iready, monitoring data trackers, student performance in content areas

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

CWT performed by leadership team

Person Responsible

Alison Doe

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monthly Grade level data chats

Person Responsible

Isis Williams

Schedule

Monthly, from 9/7/2016 to 5/30/2017

Evidence of Completion

MTSS team will meet with Grade levels to monitor interventions and make adjustments as needed

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Bi-Monthly MTSS leadership meetings

Person Responsible

Isis Williams

Schedule

Biweekly, from 8/17/2016 to 5/30/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

CWT by leadership team during core instruction and iii time

Person Responsible

Patty Cummins

Schedule

Weekly, from 8/10/2016 to 5/30/2017







Evidence of Completion

classroom walkthrough data, specific teacher feedback, lesson planning with coaches

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B7.S1.MA2 M317790	The collection of minutes and common formative and summative assessment results will demonstrate...	Cummins, Patty	8/17/2015	The collection of minutes and common assessment results.	6/9/2016 weekly
G2.MA1 M317800	Data from both formative and informative assessments, classroom walk throughs, lesson plans and...	Cummins, Patty	9/15/2016	iReady data from Baseline, Mid-Year and EOY	9/15/2016 monthly
G1.B7.S1.A1 A310205	HLES will provide Juli Dixon training days	Medrano, Tamara	6/13/2016	PD inservice record of instructional staff, PD to practice evidence through classroom walkthroughs and collaborative planning	9/30/2016 quarterly
G1.B7.S1.A5 A310209	HLES will provide PD opportunities in ELA including PD from Core Connections, 12 Steps of the...	Bynum, Rachel	6/20/2016	All grades, K-5, will receive additional PD connecting writing and text, agenda and student writing samples	9/30/2016 monthly
G1.MA1 M317792	Student data will be collected from common assessments and IReady. Teacher understanding will be...	Doe, Alison	8/10/2016	Data will be tracked by the leadership team, as well as in monthly data chats with MTSS coach with entire grade levels. A calendar will be created with specific dates for meetings.	5/30/2017 monthly
G1.B7.S1.MA1 M317787	Walkthrough data	Doe, Alison	8/10/2016	Evidence will be collected from daily walkthroughs to demonstrate the action plan for the effectiveness of the strategy.	5/30/2017 daily
G1.B7.S1.MA5 M317788	Standards-based common assessment scores	Doe, Alison	8/10/2016	Evidence for effectiveness will be provided through the common assessment scores, by grade and by class, and implementation of next steps for instruction seen in planning sessions and lesson plans	5/30/2017 monthly
G1.B7.S1.MA1 M317789	Daily walkthroughs conducted by the leadership team to ensure that practices and strategies...	Doe, Alison	8/10/2016	Evidence for these walkthroughs will be provided by observations entered into MyPGS and specific feedback	5/30/2017 daily
G1.B7.S1.MA3 M317791	Teachers will create differentiated lessons to ensure that all students master the essential...	Doe, Alison	8/10/2016	Evidence of teacher understanding will be evident in walkthrough observations, in lesson plans, and from the student data collected from common assessments.	5/30/2017 weekly
G1.B7.S1.A2 A310206	Conduct academically focused grade level collaborative planning that may that include in-house PD	Bynum, Rachel	8/11/2016	lesson plans, common assessments, proficiency scales	5/30/2017 weekly
G1.B7.S1.A3 A310207	Facilitate and require PLC planning allowing for consensus and commonality as it relates to the...	Cummins, Patty	8/3/2016	PLC minutes, lesson plans, common assessments, delivery of instruction evidence through CWT	5/30/2017 biweekly
G1.B7.S1.A4 A310208	Further support on Proficiency Scales and how to implement in Reading, Math, and Science	Doe, Alison	8/3/2016	Proficiency Scales in classroom boards, student interactive notebooks, goal setting between students and teachers and monthly data chats	5/30/2017 monthly
G1.B7.S1.A6 A310210	Daily walkthroughs will be conducted to ensure the implementation of strategies and fidelity of...	Doe, Alison	8/10/2016	Evidence will be recorded in MyPGS and reflective feedback given to staff	5/30/2017 daily
G2.B3.S1.MA1 M317795	Monthly Grade level data chats	Williams, Isis	9/7/2016	MTSS team will meet with Grade levels to monitor interventions and make adjustments as needed	5/30/2017 monthly
G2.B3.S1.MA4 M317796	Bi-Monthly MTSS leadership meetings	Williams, Isis	8/17/2016		5/30/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA5  M317797	CWT by leadership team during core instruction and iii time	Cummins, Patty	8/10/2016	classroom walkthrough data, specific teacher feedback, lesson planning with coaches	5/30/2017 weekly
G2.B3.S1.MA1  M317798	Data will be gathered to compare student progress on IReady and other intervention resources	Bynum, Rachel	8/10/2016	data from Iready, monitoring data trackers, student performance in content areas	5/30/2017 monthly
G2.B3.S1.MA2  M317799	CWT performed by leadership team	Doe, Alison	8/10/2016		5/30/2017 daily
G2.B3.S1.A1  A310212	Build master schedule for 50 minute intervention time for each grade level	Doe, Alison	7/6/2016	Master Schedule, iii schedule	5/30/2017 one-time
G2.B3.S1.A2  A310213	Create a schedule to allow for iii instruction time	Doe, Alison	7/6/2016	master schedule	5/30/2017 one-time
G2.B3.S1.A3  A310214	Ensure effective instruction is taking place during iii time	Doe, Alison	8/10/2016	Look for with academic coaches, monitoring from MTSS coach during monthly data chats with grade levels	5/30/2017 daily

V. 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 from school-based, county-based, and state-based personnel.

PD Opportunity 1

HLES will provide Juli Dixon training days

Facilitator

Math/Science Coach

Participants

Instructional personnel

Schedule

Quarterly, from 6/13/2016 to 9/30/2016

PD Opportunity 2

HLES will provide PD opportunities in ELA including PD from Core Connections, 12 Steps of the Instructional Writing Plan

Facilitator

Reading coach and Core Connections

Participants

Instructional staff

Schedule

Monthly, from 6/20/2016 to 9/30/2016