

The School District of Palm Beach County

Highland Elementary School



2017-18 Schoolwide Improvement Plan

Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

<https://hges.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Highland Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is the mission of Highland Elementary School to provide students with the knowledge and tools to become world-class citizens.

b. Provide the school's vision statement.

- HES will provide a model for world-class citizenship by following our social contract at school and at home.
- HES will provide our students research-based, differentiated instruction.
- HES will use formal and informal assessments to drive instruction every day.
- HES will set our goals based on data and diagnostics
- All members of the HES community are responsible for the safety and well-being of all of our students
- HES is committed to providing real-world, educationally sound experience in order to develop well-rounded students
- HES will empower our students to take responsibility for their own learning

2. School Environment

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

Our school, through the Bridges at Highland program, the Guatemalan Maya Center and various churches has brought in numerous programs to expose our students, families and teachers to the various cultures found here at the school.

Additionally, May is Multicultural Month at Highland. All of our classes bring in the cultures found in their classrooms to the day's instruction. Parents are encouraged to participate. The culminating event is Multicultural Night, an evening of song, dance and literature geared toward awareness of the various cultures found within our student population.

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

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

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Highland employs programs and professional development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education, Schoolwide Positive Behavior Support (SWPBS) and CHAMPS.

Highland employs CHAMPS as our schoolwide behavioral program. Our school norms are agreed to early on in the school year and it is expected that all who are on the Highland campus live up to them. Training is provided to parents, students and teachers on a year-round basis.

Also, faculty and staff assist in the development of the Crisis Intervention Plan and participate in drills throughout the school year so that everyone knows their role should a crisis occur.

Additionally, Highland has developed a set of school-wide instructional expectations around Reader's and Writer's Workshop, the gradual release model and the new Florida Standards. These expectations are included in all content areas (with some modifications).

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.

Highland employs CHAMPS as our schoolwide behavioral program. Our school norms are agreed to early on in the school year and it is expected that all who are on the Highland campus live up to them. Training is provided to parents, students and teachers on a year-round basis.

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.

Aside from providing a guidance class on the Fine Arts wheel, our guidance counselors convene a number of groups that includes victim's counseling, to grief counseling, children of divorce, homeless children's counseling. Additionally, we provide mentors to students who are struggling with behavior and/or academic issues.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

At Highland Elementary School, we utilize the following items to identify the early warning signs and provide strategic support:

- * Utilize data systems to identify students who have attendance, behavioral, or academic concerns;
- * Create data decision rules for number of absences or Out of School Suspensions before generating a referral to School Based Team;

- * Ensure teachers are aware of the decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- * Creation of an attendance plan that focuses on incentives for students who are on-time and ready to learn.

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	35	50	23	34	35	39	0	0	0	0	0	0	0	216
One or more suspensions	1	1	2	2	5	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	104	114	124	173	128	107	0	0	0	0	0	0	0	750
Level 1 on statewide assessment	0	0	0	98	97	85	0	0	0	0	0	0	0	280

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	29	35	19	102	97	84	0	0	0	0	0	0	0	366

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

The Early Warning System (EWS) data is reviewed every 20 school days. The first intervention for the students identified in the EWS is to meet with the parents. The idea is to develop a line of communications that will assist in dealing with the attendance, behavioral and/or academic issues.

If the problem persists, the students are brought before our School-Based Team (SBT) to devise a set of strategies to address the issues of the students. These strategies include Bridges referrals in which students can be assigned mentors or families can receive social services referrals and follow up, inclusion into our Response to Intervention (RtI) program in which a series of behavioral and/or academic interventions are put in place. Tutorial assistance outside of our RtI program.

Additionally, our counselors and Parent Liaison meet with the students and their families to determine if there are any outside interests that the students may have in an effort to find one of our many after school programs that would fit their needs. We have found that interest in a club or organization increases the students' chances for success.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

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.

Highland along with the Children's Services Council of the Palm Beaches has built and developed a program that utilizes community resources to provide mentors for our students, assistance for our families in need, social services, tutorials, and adult and parent education programs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Morales, Elizabeth	Principal
Walsh, Erin	Assistant Principal
Friess, Cory	Administrative Support
Archer, Cynthia	Instructional Coach
Mancini, Ana Maria	Instructional Coach
Martinez, Edna	Instructional Coach

b. Duties

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

The Principal, Assistant Principal, and Single School Culture Coordinator serve as members of the administrative team who support the instructional and non-instructional staff of the school in various ways including student academics, student behavioral support, teacher capacity building, and building school-to-community partnerships. These team members attend SBT and CST meetings as needed and provide oversight for the decision-making processes employed by the respective teams.

SBT Leader (Guidance Counselor): Provides a common vision for the use of data-based decision-making using the reading continuum and math skills in isolation, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities, programs and systems.

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

English for Speakers of Other Languages (ESOL) Coordinators (also served on SBT team):
Participates in student data collection, integrates core instructional activities/materials and Tier 2-3 instruction, and collaborates with general education teachers through such activities as co teaching. Coaching ESOL teachers in best practices in order to meet the needs of our ELL learners to lessen the achievement gap.

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

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.

1. The data-based decision-making utilizing a Multi-Tiered System of Support at the Tertiary (Core Curriculum, Tier 1), (Supplemental Interventions, Tier 2) and (Intensive Interventions, Tier3). The structured RTI problem-solving team develops a universal action plan identifying academic/behavioral deficiencies. The MTSS develops school wide interventions, monitoring the MTSS effectiveness with universal screening by analysis’s literacy assessment system results, reading performance /assessment results writing samples and math skills in isolation performance/ assessment results. Evidence-based instructional service delivery utilizes school wide performance data to allocate resources that target the specific areas of deficiency as identified in the Core Curriculum. Resource allocation is implemented to enhance and quality of core instruction, accelerate and develop appropriate evidence-based skills as identified by the team’s problem-solving process. The Core instruction currently implements Readers/Writers Work shop, Words Their Way, Cloze Reading, Guided Reading Strategies and Systems. The staff will attend an annual training at the beginning of the school year and (on an as needed basis); the sole purpose of the training will be to educate teachers on data collections frequency and duration for (Easy CBM, OLA, K-4 Literacy Assessment System RRR). Appropriate interventions are matched to student(s) identified deficiencies and monitored using assessment tool(s) matched to the interventions of the group and individual student.

Title I, Part A

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

Title I, Part C- Migrant

Support services are provided by District Personnel

Title I, Part D

N/A

Title II

Programs and Professional Development provided by Safe Schools – Single School Culture;

Academic, Behavior and Climate Programs, Bullying Prevention, Character Education, Schoolwide Positive Behavior Support (SWPBS) and CHAMPS.

Title III

Support for ELL students; intensive support teachers, ESOL Coordinator, language facilitators: 1 Spanish, Creole, and a Kanjobal

Title X- McKinney Vento

Support provided by District Personnel. One McKinney Vento Support Personnel on campus to assist our families.

SAI

Our goal is to provide SAI to assist second and third grade students who are functioning below grade level (including retained third graders with a Level 1 on the FSA ELA assessment) in order for them to achieve on grade level performance or gain at least one and one-half year's growth in one year's time. This will be measured by the student's performance on the reading portion of the FSA ELA assessment or by comparing the student's scores on the Diagnostic tests.

Violence Prevention Programs

Single school culture and appreciation for Multicultural Diversity

Nutrition Programs

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

Housing Programs

See Partnership with Adopt-A-Family

Adult Education

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ana Maria Mancini	Teacher
Elizabeth Morales	Principal
Sophia Caraballo	Education Support Employee
Yecenia Paredes	Education Support Employee
Charlotte Joseph	Parent
Edna Martinez	Parent
Herleau Bernabe	Parent
Juana Juan Miguel	Parent
Karen Valencia	Parent
Summer Faerman	Business/Community
Roseline Altine	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During two meetings, at the end of the school year and again toward the beginning of the following school year, the SAC review, with the Principal, Assistant Principal, and SSC Coordinator, the results of the school year in relation to the School Improvement Plan. This review is used to assist with the development of the plan for the following year.

b. Development of this school improvement plan

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

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

Initially, the faculty and staff develop a list of school needs in priority order. This list is presented to the SAC for approval or recommendations for revisions. Once the needs have been determined, the strategies to meet the school needs are developed and costed out and the priorities are met as the budget allows.

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

School improvement funds are allocated on an as needed basis by the SAC committee. The SAC committee rules deem that funds are only allocated if there is a direct benefit to the student of Highland Elementary School.

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

No

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

The members of the SAC committee who will bring our Council into compliance with FS 1001.452 have been recruited. Their names have been noted above. We will have them fill out the appropriate forms in the near future.

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
Mancini, Ana Maria	Instructional Coach
Martinez, Edna	Instructional Coach
Suarez, Andrea	Teacher, K-12
Walsh, Erin	Assistant Principal
Morales, Elizabeth	Principal
Friess, Cory	Administrative Support

b. Duties

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

The Literacy Leadership Team promotes literacy within the school in the following ways:

- * Unpacking the Florida standards to ensure standards-based instruction
- * Writing across the curriculum
- * Continued development of the Readers and Writers workshop models with fidelity K-5
- * Use of close reading as a strategy to increase rigor and align instruction with CCSS
- * Small group instruction with guided reading and/or LLI
- * Creation of Standards Based Learning Scales based on literacy standards
- * Promoting a love of literacy throughout the school by hosting literacy events

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Professional Learning Community (PLC) meetings are held once every six days for every grade level with a focus on planning their instruction in literacy, mathematics, and science. Additionally, on the fourth Wednesday of every month, teachers serve on a committee of their choice with the goal of enhancing the overall school community by focusing on best instructional practices, school safety, school incentives, and more.

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

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

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

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

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

The new educators and their mentors include:

- * Taylor Turizo - Kindergarten AIT Intern - Roseline Altine (mentor) is an experienced kindergarten education.
- * Ashley Mucinski - Kindergarten AIT Intern - Roseline Altine (mentor) is an experienced kindergarten educator.
- * Carol Huertas - Kindergarten - Andrea Suarez (mentor) is an experienced educator who serves as our ESOL Coordinator.
- * Valerie Hayek - 1st Grade - Patricia Salas (mentor) is an experienced first grade teacher who also serves as the first grade team leader.
- * Maggie Todorovich - 1st Grade - Patricia Salas (mentor) is an experienced first grade teacher who serves as the first grade team leader.
- * Katie Rodriguez - 2nd Grade - Debbie Kozlowski (mentor) is an experienced second grade teacher who serves as the second grade team leader.
- * Stephanie Velez - 2nd Grade - Cynthia Archer (mentor) is an experienced educator who serves as the Math Coach.
- * Karrine Lopez - 3rd Grade - Kayli Payne (mentor) is an experienced third grade educator.
- * Alexa Veneziale - 3rd Grade - Cynthia Archer (mentor) is an experienced educator who serves as the Math Coach.
- * Charlemuse Mode - 3rd Grade - AnaMaria Mancini (mentor) is an experienced educator who serves as the Reading Coach.
- * Maria Padilla - 3rd Grade - Maria Montejo (mentor) is an experienced ESOL educator.
- * Phillip Michaud - 3rd Grade - Katie Leach (mentor) is an experienced educator who serves as the Media Specialist.

- * David Scurry - 4th Grade - Christian Kahler (mentor) is an experienced educator who serves as an ESE teacher.
- * Adriana Omans - 4th Grade - Amy Inks (mentor) is an experienced fourth grade teacher.
- * Carla Vela - 4th Grade - Edna Martinez (mentor) is an experienced educator who serves as our Dual Language Coach.
- * Maricruz Gonzalez - 5th Grade - Liz Buzzanca (mentor) is an experienced educator who serves as our Science Coach.
- * Barry Rosenblum - 5th Grade - Liz Buzzanca (mentor) is an experienced educator who serves as our Science Coach.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Professional Learning Community (PLC) meetings are utilized to continuously unpack the Florida standards. Diagnostic assessments are analyzed and enrichment and or remediation programs are developed to address the needs of our students.

Weekly meetings between administration and coaches are held to review learning walk data and coaching cycle information to ensure alignment of practices to the Florida standards.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Weekly Professional Learning Community (PLC) meetings are utilized to continuously unpack the Florida standards. Diagnostic assessments are analyzed and teaching strategies are put in place to address the standards in which the students are struggling.

Students for whom the data shows that they are having difficulty are provided intensive in-school interventions and after school tutorials to assist them in the content areas in which they are struggling. Additionally, students who are performing below grade level in reading are provided iii

instruction during the day. SAI services are provided to second and third grade students who are deemed academically at-risk or have been retained due to FSA results.

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: 5,400

Students in 3rd, 4th, and 5th grade will be selected to attend after school tutorials based on their academic needs based on data obtained from state and district assessments. Intensive instruction will be provided by experienced, highly effective teachers who will focus on rigorous standards-based small group lessons.

Strategy Rationale

After school tutorials allow for targeted instruction to those students who are struggling to meet the Florida standards.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Walsh, Erin, erin.walsh@palmbeachschools.org

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

Students will be assessed at least twice a month utilizing district-adopted assessment platforms such as Reading Running Records and FSQs/USAs. Also, our District's Diagnostic Assessment will be utilized to help drive instruction in the individual classrooms as well as professional development in order to make this time more effective.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Highland Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Students entering pre-school at Highland become part of our Pre-K to 5th Grade Dual Language program. All teachers, in both pre-K and elementary, are trained and utilize High Scope methods and

strategies in their classrooms in order to provide a seamless transition from our pre-K to the elementary grades. Parent training for pre-school to kindergarten transition is offered through our Bridges at Highland Center. Further training is provided during our Kindergarten Round-Up held each Spring. Included in the Kindergarten Round-Up are tours of the school and parents receive handouts regarding school expectations, dress codes, etc.

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

To assist with the transition of school-based and community children into the kindergarten program at Highland Elementary, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling kindergarten registrations at private preschools and centers

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children

Providing of a summer program for rising kindergarten children

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

Collaborating with other child and family support agencies to promote school readiness (such as Bridges)

Creating website offerings about transition to kindergarten resources for families

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1a

G094946

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	61.0
FSA ELA Achievement - Grade 3	40.0
FSA Mathematics Achievement	68.0
FCAT 2.0 Science Proficiency	41.0
FSA ELA Achievement	32.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge with addressing the diverse needs of our students, planning standards aligned lessons, delivering effective instruction and implementing the appropriate supports required to ensure academic success for every students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches: Reading and Math Florida Standards and Test Item Specifications EDW and Performance Matters Data Standards-Based Assessments (FSQs, USAs, RRR, PBPA, FLKRS, i-Ready Diagnostics, District Diagnostics) i-Ready Computer Program i-Ready Printed Resources Tutorials Tutors - Academic Success Regional/District Support Personnel Units of Study Fountas & Pinnell Resources LLI System Professional Learning Community Meetings

Plan to Monitor Progress Toward G1. 8

The analysis of key formative assessments including district created FSQs and USAs, Diagnostic Tests, and Reading Running Records.

Person Responsible

Elizabeth Morales

Schedule

Quarterly, from 8/14/2017 to 6/2/2018

Evidence of Completion

EDW & Performance Matters Reports

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G094946

G1.B1 We have a challenge with addressing the diverse needs of our students, planning standards aligned lessons, delivering effective instruction and implementing the appropriate supports required to ensure academic success for every students. **2**

 B255464

G1.B1.S1 Provide instructional staff with a variety of Professional Development opportunities to ensure they are able to deliver effective instruction designed to meet the needs or all students. **4**

 S269975

Strategy Rationale

Continuous Professional Development will allow all staff members to increase their knowledge base, which will ensure that student achievement will improve. Instructional Coaches are leadership team members who have received in-depth training on the Florida Standards and research based resources, which will allow them to support instructional staff members in their areas of expertise.

Action Step 1 **5**

Professional Learning Community (PLC) Meetings will be held for each grade level every 7 days. The focus will be on creating standards-based lessons and analyzing student data in order to meet student needs through incorporating best instructional practices.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

PLC Agendas and Sign-In Sheets

Action Step 2 5

Teachers will receive professional development during PLC on developing Standards Based Lessons using a variety of strategies to help students increase their knowledge and understanding.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 8/9/2016 to 5/5/2017

Evidence of Completion

PLC Agendas, SBLT Walkthroughs, Student Work Samples

Action Step 3 5

Instructional Coaches will work with teachers through PLC's and Common Planning to ensure teachers are equipped with the knowledge and understanding of planning standards based lessons.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Coaches Log, PLC/PD Sign-In Sheets

Action Step 5 5

Instructional Coaches will provide job embedded PD to teachers by modeling standards-based lessons using the coaching cycle to ensure teachers have a full picture of planning a lesson, delivering a lesson and monitoring student learning (formative assessments, learning scale use) within the lesson.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Coaches Log, PLC/PD Sign-In Sheets

Action Step 6 5

Instructional Coaches will provide job embedded PD to teachers by guiding and supporting them in analyzing data, using that information to identify student needs and ultimately planning remediation opportunities that use the appropriate intervention or re-teaching methods.

Person Responsible

Elizabeth Morales

Schedule

Daily, from 8/14/2017 to 6/2/2018

Evidence of Completion

Coaches Log, PLC/PD Sign-In Sheets

Action Step 7 5

The School Based Leadership Team will conduct learning walks to determine the teachers' level of implementation and support needed in the use of rigor and standards-based instruction in the classroom.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

School Created Implementation Plans, Coaching Observation Forms, Marzano Walkthrough Forms, Pupil Progression Data Chart Schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Agendas and lesson plans developed during PLC's and Collaborative Planning times, documents from coaching support planning and learning walks.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Reports, Meeting Notes, Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

i-Observation data, progress monitoring students data, teachers lesson plans showing adjusting instruction based on the personalized needs based on student data results,

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 8/14/2017 to 6/2/2018

Evidence of Completion

i-Observation data, Lesson Plans, EDW/Performance Matters Reports

G1.B1.S2 Provide students with supports and personalized learning opportunities that ensure their academic success. 4

 S269976

Strategy Rationale

Implementing the research-based practices that the teachers are learning will help student achievement improve.

Action Step 1 5

Provide students with differentiated small group instruction focused on scaffolding content so they are able to maintain engagement as they master the rigor of the Florida standards in in all content areas.

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 8/29/2017 to 5/19/2018

Evidence of Completion

Lesson Plans, Student Assessment Results, Student Work Samples

Action Step 2 5

Student will be provided with opportunities to access the standards aligned individualized online i-Ready reading and mathematics lessons during in-class center rotations, Fine Arts, and extended learning opportunities to a ensure they have the adequate time for remediation or enrichment.

Person Responsible

Erin Walsh

Schedule

Daily, from 8/29/2017 to 5/19/2018

Evidence of Completion

i-Ready Usage Reports

Action Step 3 5

Academic Success Tutors will support literacy and mathematics standards-based instruction through teaching standards-based literacy and mathematics lessons utilizing the i-Ready computer system.

Person Responsible

Erin Walsh

Schedule

Weekly, from 8/15/2017 to 6/2/2018

Evidence of Completion

i-Ready Usage Reports

Action Step 4 5

Rigorous tutorials will be provided for our grade 3-5 students in order to increase proficiency in literacy, mathematics, and science.

Person Responsible

Elizabeth Morales

Schedule

Weekly, from 10/3/2017 to 3/3/2018

Evidence of Completion

Tutorial Sign-In Sheets and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration and the Instructional Leadership Team will monitor lesson plans to ensure that all lesson activities are aligned to the rigor of the Florida standards.

Person Responsible

Elizabeth Morales

Schedule

Every 2 Months, from 9/5/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Standards Based Learning Scales, Learning Walks, Marzano Walkthroughs, PLC Agendas, Title 1 Reflection Template

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration and the Instructional Leadership Team will progress monitor student assessment data to determine student mastery of the Florida standards.

Person Responsible

Elizabeth Morales
















Schedule

Biweekly, from 9/12/2017 to 5/26/2018

Evidence of Completion

Student Assessment Data including FSQs, USAs, Reading Running Records, FAIR, FLKRS, Student Work Samples, and FSAs, Title 1 Reflection Templates

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A2  A361040	Teachers will receive professional development during PLC on developing Standards Based Lessons...	Morales, Elizabeth	8/9/2016	PLC Agendas, SBLT Walkthroughs, Student Work Samples	5/5/2017 weekly
G1.B1.S1.A7  A361044	The School Based Leadership Team will conduct learning walks to determine the teachers' level of...	Morales, Elizabeth	8/29/2016	School Created Implementation Plans, Coaching Observation Forms, Marzano Walkthrough Forms, Pupil Progression Data Chat Schedule	5/29/2017 weekly
G1.B1.S2.MA1  M385747	Administration and the Instructional Leadership Team will monitor lesson plans to ensure that all...	Morales, Elizabeth	9/5/2016	Lesson Plans, Standards Based Learning Scales, Learning Walks, Marzano Walkthroughs, PLC Agendas, Title 1 Reflection Template	6/2/2017 every-2-months
G1.B1.S2.A4  A361048	Rigorous tutorials will be provided for our grade 3-5 students in order to increase proficiency in...	Morales, Elizabeth	10/3/2017	Tutorial Sign-In Sheets and Lesson Plans	3/3/2018 weekly
G1.B1.S2.A1  A361045	Provide students with differentiated small group instruction focused on scaffolding content so they...	Morales, Elizabeth	8/29/2017	Lesson Plans, Student Assessment Results, Student Work Samples	5/19/2018 monthly
G1.B1.S2.A2  A361046	Student will be provided with opportunities to access the standards aligned individualized online...	Walsh, Erin	8/29/2017	i-Ready Usage Reports	5/19/2018 daily
G1.B1.S2.MA1  M385746	Administration and the Instructional Leadership Team will progress monitor student assessment data...	Morales, Elizabeth	9/12/2017	Student Assessment Data including FSQs, USAs, Reading Running Records, FAIR, FLKRS, Student Work Samples, and FSAs, Title 1 Reflection Templates	5/26/2018 biweekly
G1.MA1  M385750	The analysis of key formative assessments including district created FSQs and USAs, Diagnostic...	Morales, Elizabeth	8/14/2017	EDW & Performance Matters Reports	6/2/2018 quarterly
G1.B1.S1.MA1  M385744	i-Observation data, progress monitoring students data, teachers lesson plans showing adjusting...	Morales, Elizabeth	8/14/2017	i-Observation data, Lesson Plans, EDW/Performance Matters Reports	6/2/2018 monthly
G1.B1.S1.MA1  M385745	Agendas and lesson plans developed during PLC's and Collaborative Planning times, documents from...	Morales, Elizabeth	8/14/2017	Reports, Meeting Notes, Sign in Sheets	6/2/2018 weekly
G1.B1.S1.A1  A361039	Professional Learning Community (PLC) Meetings will be held for each grade level every 7 days. The...	Morales, Elizabeth	8/14/2017	PLC Agendas and Sign-In Sheets	6/2/2018 weekly
G1.B1.S1.A3  A361041	Instructional Coaches will work with teachers through PLC's and Common Planning to ensure teachers...	Morales, Elizabeth	8/14/2017	Coaches Log, PLC/PD Sign-In Sheets	6/2/2018 weekly
G1.B1.S1.A5  A361042	Instructional Coaches will provide job embedded PD to teachers by modeling standards-based lessons...	Morales, Elizabeth	8/14/2017	Coaches Log, PLC/PD Sign-In Sheets	6/2/2018 weekly
G1.B1.S1.A6  A361043	Instructional Coaches will provide job embedded PD to teachers by guiding and supporting them in...	Morales, Elizabeth	8/14/2017	Coaches Log, PLC/PD Sign-In Sheets	6/2/2018 daily
G1.B1.S2.A3  A361047	Academic Success Tutors will support literacy and mathematics standards-based instruction through...	Walsh, Erin	8/15/2017	i-Ready Usage Reports	6/2/2018 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 We have a challenge with addressing the diverse needs of our students, planning standards aligned lessons, delivering effective instruction and implementing the appropriate supports required to ensure academic success for every students.

G1.B1.S1 Provide instructional staff with a variety of Professional Development opportunities to ensure they are able to deliver effective instruction designed to meet the needs of all students.

PD Opportunity 1

Teachers will receive professional development during PLC on developing Standards Based Lessons using a variety of strategies to help students increase their knowledge and understanding.

Facilitator

Instructional Coaches and Regional Support Team

Participants

All K-5 Teachers

Schedule

Weekly, from 8/9/2016 to 5/5/2017

PD Opportunity 2

Instructional Coaches will work with teachers through PLC's and Common Planning to ensure teachers are equipped with the knowledge and understanding of planning standards based lessons.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 6/2/2018

PD Opportunity 3

Instructional Coaches will provide job embedded PD to teachers by modeling standards-based lessons using the coaching cycle to ensure teachers have a full picture of planning a lesson, delivering a lesson and monitoring student learning (formative assessments, learning scale use) within the lesson.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 6/2/2018

PD Opportunity 4

Instructional Coaches will provide job embedded PD to teachers by guiding and supporting them in analyzing data, using that information to identify student needs and ultimately planning remediation opportunities that use the appropriate intervention or re-teaching methods.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 6/2/2018