Highland City Elementary School

2017-18 Schoolwide Improvement Plan

Highland City Elementary School

5355 9TH STREET SE, Highland City, FL 33846

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

School Demographics

School Type 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	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

*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 Polk County School Board.

SIP Authority and Template

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

Table of Contents

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 City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

Highland City Elementary School has been under the leadership of 14 principals during its 95 years of existence. Through name changes, fire, grade configuration changes, boundary changes, and area growth the Highland City Elementary School has remained the backbone of this proud and historic community. The school continues to be an educational leader and sets the standard for academic excellence.

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

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

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

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.

Our school-wide behavioral system is based on our school's "Four Bs". Where students are expected to Be Respectful, Be Cooperative, Be Responsible and Be a Problem Solver. Students are recognized for following the "Four Bs" by earning "Gold Tickets." The gold tickets are a two-part card where the student takes home one side and the second side is entered in a gold ticket box in the office. Once a week, 20 gold tickets are pulled from the box, the students' names are called over the intercom and the students come to the office to select a book on their level to keep. We work hard to catch students being good all over campus and give out gold tickets to reward and recognize good choices. If a student has not met expectations regarding school behavior, teachers communicate with the parent via agenda planner, phone calls, emails and parent conferences. If a behavior continues to disrupt the learning environment after the teacher and parent have communicated, then a visit to see the Assistant Principal or Principal is arranged to work with the child and his/her behaviors.

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.

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

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.

Our school administrators have access to Performance Matters data that identifies students at risk, based on attendance, discipline, course failures and state assessment data. In weekly PLC meetings, the data is reviewed and plans are put in place to promote success with those students. These plans include problem-solving team meetings to address academics, behavior, and/or attendance issues.

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	8	6	15	8	12	2	0	0	0	0	0	0	0	51
One or more suspensions	0	0	4	5	0	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	5	2	12	6	3	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	7	11	12	0	0	0	0	0	0	0	30
Level 1 statewide math	0	0	0	6	9	9	0	0	0	0	0	0	0	24

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	0	2	4	6	0	0	0	0	0	0	0	0	13

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

The Principal and Assistant Principal review the data in Performance Matters. The students who are identified are monitored closely. If the problem is concerning attendance, the Assistant Principal works with the parent and school social worker to help resolve issues that are causing the attendance problems. If the problem is due to academic proficiency or behavioral issues, the administration team meets with the classroom teacher of the student to determine if proper interventions are in place to improve student achievement. If the problem continues, then the MTSS/PST committee will meet with the teacher and parent to discuss additional steps needed to improve student achievement.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

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

annual PE Family Fun Nights, Open House in September, the Winter Bazaar in December and our school carnival in the spring to encourage parents to be involved in our school community. Highland City Elementary also has a Facebook page and a Remind account to keep all stakeholders informed.

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 City Elementary is fortunate to receive assistance from a local church. TBA Church provides supplies and food for our families in need, as well as supplies and wish list items for our teachers. The TBA Church has an after school program to assist students with homework, free of charge, and is located within walking distance from the school.
Mosaic helps the school by donating plastic bottle caps to contribute to our school-wide effort to recycle them into benches for our outdoor classroom and to use around campus.

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
Weingarth, Amy	Principal
Childress, Frank	Teacher, K-12
Horvatin, Jen	Teacher, K-12
Pearce, Mary	Instructional Technology
Nettles, cindy	School Counselor
Bergwall, Shauna	Assistant Principal
Glover, Emily	Teacher, K-12
stampe, christina	Teacher, ESE

b. Duties

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

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

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

General education teachers provide information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

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

Speech Language Pathologist, Amy Holloway: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

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

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

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

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.

The instructional materials inventory is maintained by our Assistant Principal. The media inventory is maintained by our Media Paraprofessional, the instructional technology inventory is maintained by our Network Manager, and the property inventory is maintained by the Principal. Each inventory is maintained electronically. Our instructional materials are purchased by the district. Our instructional materials budget is controlled by our district. Instructional materials, technology, and property are now ordered and purchased for our school at the district level. There are limited funds at the school level for the Leadership Team to make decisions about spending. The school-based instructional staff and coaches are utilized to provide professional development for the teachers. Our ESE funds are used to purchase supplies, technology, and instructional resources for our ESE classrooms. We also work closely with our district ESE department to secure highly qualified personnel. They also provide our ESE teachers with instructional materials to meet the needs of our students. Our district ESOL department works closely with our school to ensure we have instructional materials for our ELL population. Our Title I budget helps us hire personnel, purchase instructional materials, and provide tutoring for all students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Amy Weingarth	Principal
Shauna Bergwall	Education Support Employee
Maria Delgado	Education Support Employee
Bryan Legg	Business/Community
Ida Mendoza	Parent
Cindy Farmer	Business/Community
Maria Brous	Parent
Reinaldo Hernandez	Parent
Octavia Riley	Parent
Tricia Blouin	Parent
Tiffany Allen	Parent
Jennifer Sterner	Parent
Kim Taylor	Parent
Jessica Crawford	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC will review data, school climate surveys, and ongoing assessment data to evaluate the effectiveness of the 2017-2018 School Improvement Plan.

b. Development of this school improvement plan

The SAC will discuss and problem solve concerns related to school that deal directly with student safety and academic achievement to be addressed in the 2016-2017 School Improvement Plan. The SAC will provide input in the creation of the 2017-2018 School Improvement Plan. The SAC will review and approve the final draft provided to the State and District.

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

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

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

NA

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
Weingarth, Amy	Principal
Strain, Lee	Teacher, K-12
Morris, Erin	Teacher, K-12
Avera, Linda	
Hall, Joanne	
Barlow, Lindsey	
Whatley, Erica	
Bergwall, Shauna	Assistant Principal

b. Duties

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

The LLT works to support and promote literacy within our school by meeting monthly to provide the support needed within our school. When team members meet, each member brings to the table any areas of concern or need that has been expressed by the grade level he/she represents. Members of the team work together to provide support, suggest resources and give assistance to those who are in need. Our school-based instructional coach will also assist teachers and staff.

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.

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

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

To recruit effective teachers to our school, we serve as a model school for local colleges and universities to place interns with our staff. When searching for an applicant to fill a position, we utilize the District's Recruitment Hiring System (RHS) to advertise positions available at the school. From the list of candidates who have applied, the administration looks closely at the applicant's credentials to ensure they are certified-in-field before they are offered an interview. Once a new teacher has been hired, we partner the new teacher with a veteran staff member to serve as a mentor to assist them with the challenges they face. The administration conducts observations of new staff members and meets with them individually to offer suggestions on how to improve instruction within their classroom and offer supports as needed.

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

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

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.

Our school utilizes resources and materials recommended and provided by our district. Our teachers follow the Learning Maps created by the district to ensure their instruction is aligned to Florida Standards. CPALMS, along with other electronic resources, is utilized by teachers to create lessons aligned to Florida Standards. Our school-based instructional coach supports teachers with planning lessons and gathering resources.

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.

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

instruction is meeting the student's individual needs, and make adjustments in instruction as needed to ensure student success.

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: After School Program

Minutes added to school year: 1,020

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Weingarth, Amy, amy.weingarth@polk-fl.net

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

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

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.

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

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

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.

Highland City Elementary has shown improvement in ELA proficiency and Science proficiency, but still has room for improvement in ELA and Math learning gains and learning gains of the lowest quartile of students.
In addition, Highland City Elementary has a need to build classroom libraries to increase reading opportunities for our students.

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"Â? 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.

After discussion with our School Improvement team, we determined the causes for the areas of need is the rigor of instruction for our lowest quartile of students and the intensive intervention for students not mastering the standards, contributing to our learning gains. We also have a lack of reading resources in the classrooms for students to be able to access a variety of text, at their independent reading level.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. CHAMPS is implemented as part of PBiS in all classrooms throughout the school day.

G2. Teachers will engage students in high-yield instructional strategies following the district curriculum maps which are aligned with the Florida Standards.

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. CHAMPS is implemented as part of PBiS in all classrooms throughout the school day. `1a`

🔑 G098854

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	80.0

Targeted Barriers to Achieving the Goal `3`

- All students are not actively engaged in all classrooms consistently throughout the day.

- Parents do not have an active role in their students' education.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- CHAMPS program

- Incentives to get parents involved in our school and their students' educational experience

Plan to Monitor Progress Toward G1. `8`

The number of ODRs will be reviewed and monitored

Person Responsible
Amy Weingarth

Schedule
Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion
ODR data from Performance Matters/Genesis

Plan to Monitor Progress Toward G1. `8`

Teacher feedback

Person Responsible
Amy Weingarth

Schedule
Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion
Records of teacher feedback from PLC notes

G2. Teachers will engage students in high-yield instructional strategies following the district curriculum maps which are aligned with the Florida Standards. `1a`

🔍 G098855

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	57.0
FSA ELA Achievement	64.0
FCAT 2.0 Science Proficiency	59.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	53.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Teachers are continuing to work on creating lessons which are aligned to the Florida Standards at the level of complexity required to fully address the standard and ensuring the lessons are shared with ESE teachers.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Staff

- Test Item Specs

- CPalms

- School-based instructional coach

- District Coaches

- Learning Maps

- Collaborative planning/vertical teams

Plan to Monitor Progress Toward G2. `8`

We will collect data from ongoing teacher assessments, district and state assessments to determine our progress toward our goal. Data will be reviewed weekly at PLCs.

Person Responsible

Amy Weingarth

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data collected from ongoing teacher assessments, district and state assessments, PLC notes

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. CHAMPS is implemented as part of PBiS in all classrooms throughout the school day. 1

🔑 G098854

G1.B1 All students are not actively engaged in all classrooms consistently throughout the day. 2

🔑 B266087

G1.B1.S1 School-wide CHAMPS training/retraining 4

🔑 S282017

Strategy Rationale

Teachers need to understand best practices in the implementation of CHAMPS.

Action Step 1 5

School-wide CHAMPS training/retraining-sharing of best practices

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, follow-up documentation in classrooms of implementation

Action Step 2 5

Mentoring program will be established and implemented; purchase incentives for AR and iStation for student motivation

Person Responsible

Amy Weingarth

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

Mentoring program notes and anecdotal records

Action Step 3 `5`

Book study with teachers on climate and culture

> **Person Responsible**
>
> Amy Weingarth
>
> **Schedule**
>
> Monthly, from 9/5/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> weekly collaboration with teachers through discussion questions

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

During our weekly school based leadership team we will share the results from our walkthroughs to monitor the progress.

> **Person Responsible**
>
> Amy Weingarth
>
> **Schedule**
>
> Weekly, from 8/3/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Looking for the implementation of CHAMPS and active student engagement during classroom walkthroughs

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

Anecdotal evidence of mentoring relationships

> **Person Responsible**
>
> Amy Weingarth
>
> **Schedule**
>
> Daily, from 8/3/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Teacher feedback during PLCs

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

Walkthroughs on campus and in classrooms

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Walkthrough documentation from administration

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

Student conversations

Person Responsible

Amy Weingarth

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

Anecdotal records of conversations between admin and students

G1.B2 Parents do not have an active role in their students' education. 2

🔑 B266088

G1.B2.S1 To provide incentives for community members and parents to come into the school to be a part of students' educational experience. 4

🔑 S282019

Strategy Rationale

To incent adults to come to the school campus.

Action Step 1 5

To purchase incentives and food for adults to come on campus to be a part of students' educational experience. (Donuts for Dads, Moments with Mom, Family Nights)

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, pictures of activities on campus, parent surveys

Action Step 2 5

Create a parent conference and resource area on campus with technology

Person Responsible

Amy Weingarth

Schedule

On 5/25/2018

Evidence of Completion

parent use of the conference and resource area through observation and sign in

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Principal will monitor adult (community and parent) involvement participation

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

sign-in sheets, pictures of events on campus

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Improved behavior of students

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

ODRs, parent conference records

G2. Teachers will engage students in high-yield instructional strategies following the district curriculum maps which are aligned with the Florida Standards. 1

🔑 G098855

G2.B1 Teachers are continuing to work on creating lessons which are aligned to the Florida Standards at the level of complexity required to fully address the standard and ensuring the lessons are shared with ESE teachers. 2

🔑 B266089

G2.B1.S1 All teachers will participate in collaborative planning with their grade level teams each week to plan instruction that is aligned with the Florida Standards to meet the level of complexity required in lessons. 4

🔑 S282020

Strategy Rationale

School-based curriculum coach and administration will attend collaborative planning sessions to support and guide teachers as they create effective instructional plans that are aligned with the Florida Standards.

Action Step 1 5

The administrative team will actively participate in collaborative planning sessions weekly to ensure all teachers are planning instruction that is aligned with the Florida Standards that is at the required level of complexity to meet the rigor of the standards.

Person Responsible

Amy Weingarth

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Learning Maps provided by the district will be utilized during collaborative planning sessions. The administrative team will monitor implementation of rigorous instruction during observations and will provide feedback to teachers.

Action Step 2 5

Administration will plan for and ensure implementation of PD to cover student engagement and authentic student work through monthly PLCs and three planning days through the year (September, December, and February)

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, PLC notes, classroom walkthroughs, analysis of student work

Action Step 3 5

Purchase instructional resources for classrooms (classroom libraries, math manipulatives, and science resources)

Person Responsible

Amy Weingarth

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monitor the use of instructional resources

Action Step 4 5

Extended learning with teachers for students to master standards

Person Responsible

Amy Weingarth

Schedule

Weekly, from 9/25/2017 to 3/16/2018

Evidence of Completion

walkthroughs of tutoring sessions, data checkpoints, teacher sign in sheets

Action Step 5 `5`

Full time personnel: Literacy Coach to assist planning and instruction with teachers and Title I para to assist with small group instruction with students

Person Responsible

Amy Weingarth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, monitoring of schedules, planning sessions, data analysis

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

The administrative team will monitor instruction and provide feedback to improve instruction.

Person Responsible

Amy Weingarth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Documentation of classroom observations will be kept along with a copy of the feedback that was provided to the teachers in a notebook maintained by the administrative team.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administration will monitor instruction by observing lessons looking for effective instruction aligned to the Florida Standards in all content areas. Feedback will be provided to teachers giving suggestions on how to improve instruction.

Person Responsible

Amy Weingarth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administration will maintain documentation of lesson observations and feedback that was provided to teachers.

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					
G2.B1.S1.A4 🔍 A380546	Extended learning with teachers for students to master standards	Weingarth, Amy	9/25/2017	walkthroughs of tutoring sessions, data checkpoints, teacher sign in sheets	3/16/2018 weekly
G1.MA1 🔍 M412879	The number of ODRs will be reviewed and monitored	Weingarth, Amy	8/3/2017	ODR data from Performance Matters/ Genesis	5/24/2018 monthly
G1.MA1 🔍 M412880	Teacher feedback	Weingarth, Amy	8/3/2017	Records of teacher feedback from PLC notes	5/24/2018 daily
G1.B1.S1.MA1 🔍 M412873	Walkthroughs on campus and in classrooms	Weingarth, Amy	8/3/2017	Walkthrough documentation from administration	5/24/2018 monthly
G1.B1.S1.MA4 🔍 M412874	Student conversations	Weingarth, Amy	8/3/2017	Anecdotal records of conversations between admin and students	5/24/2018 daily
G1.B1.S1.MA1 🔍 M412875	During our weekly school based leadership team we will share the results from our walkthroughs to...	Weingarth, Amy	8/3/2017	Looking for the implementation of CHAMPS and active student engagement during classroom walkthroughs	5/24/2018 weekly
G1.B1.S1.MA3 🔍 M412876	Anecdotal evidence of mentoring relationships	Weingarth, Amy	8/3/2017	Teacher feedback during PLCs	5/24/2018 daily
G1.B1.S1.A1 🔍 A380538	School-wide CHAMPS training/ retraining-sharing of best practices	Weingarth, Amy	8/3/2017	Sign-in sheets, follow-up documentation in classrooms of implementation	5/24/2018 monthly
G1.B1.S1.A2 🔍 A380539	Mentoring program will be established and implemented; purchase incentives for AR and iStation for...	Weingarth, Amy	8/3/2017	Mentoring program notes and anecdotal records	5/24/2018 daily
G2.B1.S1.MA1 🔍 M412881	Administration will monitor instruction by observing lessons looking for effective instruction...	Weingarth, Amy	8/10/2017	Administration will maintain documentation of lesson observations and feedback that was provided to teachers.	5/24/2018 weekly
G2.B1.S1.MA1 🔍 M412882	The administrative team will monitor instruction and provide feedback to improve instruction.	Weingarth, Amy	8/10/2017	Documentation of classroom observations will be kept along with a copy of the feedback that was provided to the teachers in a notebook maintained by the administrative team.	5/24/2018 weekly
G2.B1.S1.A2 🔍 A380544	Administration will plan for and ensure implementation of PD to cover student engagement and...	Weingarth, Amy	8/10/2017	Sign-in sheets, PLC notes, classroom walkthroughs, analysis of student work	5/24/2018 monthly
G2.MA1 🔍 M412885	We will collect data from ongoing teacher assessments, district and state assessments to determine...	Weingarth, Amy	8/10/2017	Data collected from ongoing teacher assessments, district and state assessments, PLC notes	5/25/2018 quarterly
G1.B1.S1.A3 🔍 A380540	Book study with teachers on climate and culture	Weingarth, Amy	9/5/2017	weekly collaboration with teachers through discussion questions	5/25/2018 monthly
G1.B2.S1.MA1 🔍 M412877	Improved behavior of students	Weingarth, Amy	8/14/2017	ODRs, parent conference records	5/25/2018 monthly
G1.B2.S1.MA1 🔍 M412878	Principal will monitor adult (community and parent) involvement participation	Weingarth, Amy	8/14/2017	sign-in sheets, pictures of events on campus	5/25/2018 monthly
G1.B2.S1.A1 🔍 A380541	To purchase incentives and food for adults to come on campus to be a part of students' educational...	Weingarth, Amy	8/14/2017	Sign-in sheets, pictures of activities on campus, parent surveys	5/25/2018 monthly
G1.B2.S1.A2 🔍 A380542	Create a parent conference and resource area on campus with technology	Weingarth, Amy	9/5/2017	parent use of the conference and resource area through observation and sign in	5/25/2018 one-time
G2.B1.S1.A3 🔍 A380545	Purchase instructional resources for classrooms (classroom libraries, math manipulatives, and...	Weingarth, Amy	8/14/2017	Monitor the use of instructional resources	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5 🔑 A380547	Full time personnel: Literacy Coach to assist planning and instruction with teachers and Title I...	Weingarth, Amy	8/10/2017	Walkthroughs, monitoring of schedules, planning sessions, data analysis	5/25/2018 daily
G2.B1.S1.A1 🔑 A380543	The administrative team will actively participate in collaborative planning sessions weekly to...	Weingarth, Amy	8/10/2017	Learning Maps provided by the district will be utilized during collaborative planning sessions. The administrative team will monitor implementation of rigorous instruction during observations and will provide feedback to teachers.	5/31/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	School-wide CHAMPS training/retraining-sharing of best practices				$0.00
2	G1.B1.S1.A2	Mentoring program will be established and implemented; purchase incentives for AR and iStation for student motivation				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		1061 - Highland City Elementary School			$500.00
			Notes: Incentives for students and community to partner with students (AR and iStation usage)			
3	G1.B1.S1.A3	Book study with teachers on climate and culture				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1061 - Highland City Elementary School			$600.00
			Notes: Culture and climate book study with teachers			
4	G1.B2.S1.A1	To purchase incentives and food for adults to come on campus to be a part of students' educational experience. (Donuts for Dads, Moments with Mom, Family Nights)				$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		1061 - Highland City Elementary School			$3,900.00
			Notes: Purchase incentives and activities for families (family nights, donuts with dad, muffins for moms)			
5	G1.B2.S1.A2	Create a parent conference and resource area on campus with technology				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1061 - Highland City Elementary School			$800.00
6	G2.B1.S1.A1	The administrative team will actively participate in collaborative planning sessions weekly to ensure all teachers are planning instruction that is aligned with the Florida Standards that is at the required level of complexity to meet the rigor of the standards.				$0.00
7	G2.B1.S1.A2	Administration will plan for and ensure implementation of PD to cover student engagement and authentic student work through monthly PLCs and three planning days through the year (September, December, and February)				$8,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

				Funding Source	FTE	
	6400	140-Substitute Teachers	1061 - Highland City Elementary School			$8,160.00
8	**G2.B1.S1.A3**	**Purchase instructional resources for classrooms (classroom libraries, math manipulatives, and science resources)**				**$10,744.82**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1061 - Highland City Elementary School			$10,744.82
			Notes: The instructional resources include: classroom libraries for K-5 teachers, math manipulatives, and science resources.			
9	**G2.B1.S1.A4**	**Extended learning with teachers for students to master standards**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900		1061 - Highland City Elementary School			$3,000.00
10	**G2.B1.S1.A5**	**Full time personnel: Literacy Coach to assist planning and instruction with teachers and Title I para to assist with small group instruction with students**				**$106,487.18**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1061 - Highland City Elementary School			$106,487.18
					Total:	**$134,192.00**