

Duval County Public Schools

Highlands Elementary School



2018-19 Schoolwide Improvement Plan

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Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

<http://www.duvalschools.org/highlands>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

School Leadership Team

Membership

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

Name	Title
Collins, Jeff	Principal
Grant, Gaetane	Other
Thompkins, Sheila	Instructional Coach
Fleming, LaTonya	School Counselor
Freeman , Jodi	Instructional Coach
Sams, Sonja	Teacher, K-12
Mousa, Andrea	Assistant Principal

Duties

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

Principal (Jeff Collins) and Assistant Principal (Andrea Mousa): provide a common vision for the data-based decision making, ensure that the school-based team is implementing RtI/MTSS, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with families re school-based RtI plans and activities.

RtI/MTSS Facilitator/School Counselor (LaTonya Fleming): liaison for implementation of MTSS at the school level includes feedback to the leadership team, presentations to the faculty, works with school-based instructional coaches and works with small groups of teachers in a collaborative manner, and provides direct intervention services and support to students identified as needing Tier 2 or Tier 3 interventions.

Communication/Social Skills Site Coach and ESE Liaison (Gaetane Grant): participates in development of behavior plans, observations, and collaboration with outside support personnel in the area of RtI Tier 2 and 3 behavior issues.

Reading Interventionist (Sonja Sams): develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; works with small groups and individual students to meet the needs of struggling readers and some of our lower performing quartile of students; collects, monitors, and

makes data driven decisions accordingly.

Reading and Math Coach (Jodi Freeman and Sheila Thompkins): provide K-5 reading and math plan; facilitates and supports data collection activities; assists in data analysis and collaborative decision making with both administration and teachers to determine next steps; provides professional development and technical assistance to teachers re data based instructional planning; supports the implementation of Rti/MTSS interventions for Tier 2 and 3.

Early Warning Systems

Year 2017-18

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	27	24	20	17	11	0	0	0	0	0	0	0	134
One or more suspensions	5	9	3	4	7	5	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	6	8	2	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	66	41	24	0	0	0	0	0	0	0	131

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	6	11	15	35	39	18	0	0	0	0	0	0	0	124

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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	5	10	21	20	0	0	0	0	0	0	0	0	0	56
One or more suspensions	0	4	4	4	11	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	6	5	4	5	1	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	11	18	47	0	0	0	0	0	0	0	76

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	6	14	30	26	30	27	0	0	0	0	0	0	0	133

Year 2016-17 - Updated

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	5	10	21	20	0	0	0	0	0	0	0	0	0	56
One or more suspensions	0	4	4	4	11	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	6	5	4	5	1	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	11	18	47	0	0	0	0	0	0	0	76

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	6	14	30	26	30	27	0	0	0	0	0	0	0	133

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading proficiency and reading learning gains are two of the areas where our students performed the lowest. While reading proficiency did increase, historically this has been a challenge for our school.

Which data component showed the greatest decline from prior year?

Our bottom quartile learning gains for reading is the component that showed the greatest decline from the prior year. The BQ learning gains dropped from 57% in 16-17 to 26% for 17-18.

Which data component had the biggest gap when compared to the state average?

Both ELA and Math proficiency had the biggest gap when compared to the state average. There was a 27% differential between our school proficiency and the state's average proficiency.

Which data component showed the most improvement? Is this a trend?

Science proficiency is the components that showed the most improvement--an increase of 9% in proficiency. The year prior we also demonstrated a 9% increase in proficiency.

Describe the actions or changes that led to the improvement in this area.

We attribute our improvement in science proficiency on a number of different steps we put in place over the past two years. We increased the number of hands-on science activities that students were able to experience. We implemented a science boot camp prior to the state assessment where we increased the amount of contact time for science aligned to skills and standards we have struggled with.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	50%	56%	28%	46%	52%
ELA Learning Gains	37%	51%	55%	43%	49%	52%
ELA Lowest 25th Percentile	26%	46%	48%	55%	45%	46%
Math Achievement	35%	61%	62%	29%	57%	58%
Math Learning Gains	40%	59%	59%	42%	60%	58%
Math Lowest 25th Percentile	25%	48%	47%	37%	49%	46%
Science Achievement	31%	55%	55%	13%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	35 (5)	27 (10)	24 (21)	20 (20)	17 (0)	11 (0)	134 (56)
One or more suspensions	5 (0)	9 (4)	3 (4)	4 (4)	7 (11)	5 (9)	33 (32)
Course failure in ELA or Math	0 (6)	0 (5)	0 (4)	6 (5)	8 (1)	2 (3)	16 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	66 (11)	41 (18)	24 (47)	131 (76)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	31%	50%	-19%	57%	-26%
	2017	24%	51%	-27%	58%	-34%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	18%	49%	-31%	56%	-38%
	2017	25%	52%	-27%	56%	-31%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				
05	2018	24%	51%	-27%	55%	-31%
	2017	30%	48%	-18%	53%	-23%
Same Grade Comparison		-6%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	59%	-29%	62%	-32%
	2017	36%	62%	-26%	62%	-26%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	29%	60%	-31%	62%	-33%
	2017	39%	64%	-25%	64%	-25%
Same Grade Comparison		-10%				
Cohort Comparison		-7%				
05	2018	35%	61%	-26%	61%	-26%
	2017	31%	57%	-26%	57%	-26%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	56%	-29%	55%	-28%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	27	20	24	32	33	23				
BLK	27	33	29	33	37	26	22				
HSP	27			53							
WHT	39	80		44	60						
FRL	27	37	26	34	39	24	30				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	47		19	50						
BLK	28	43	50	35	54	44	18				
HSP	23			54							
WHT	14	41		48	53						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	25	39	52	36	50	42	19				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase ELA Student Achievement

Rationale Our students were 29% proficient on the 2017-2018 ELA FSA. In addition, our learning gains dropped from 44% to 37% and our bottom quartile learning gains dropped from 57% to 26% for the 2017-2018 ELA FSA.

Intended Outcome Our goal is to raise ELA proficiency from 29% to 35% for the 2018-2019 school year. In addition, our goal is to increase ELA learning gains from 37% to 60% and ELA bottom quartile learning gains from 26% to 60% for the 2018-2019 school year.

Point Person Jeff Collins (collinsj1@duvalschools.org)

Action Step

Description Increase use of instructional rounds to highlight best practices
set up model classrooms for ELA
implement leveled literacy intervention for grades 3-5
identify trainer to train administration, leadership team, and teachers on how to effectively use the program
monitor implementation

Person Responsible Jodi Freeman (freemanj@duvalschools.org)

Plan to Monitor Effectiveness

Description Check/monitor differentiated center plans of teachers
Conduct regular classroom walkthroughs specifically looking at core instruction, best practices, centers, and leveled literacy intervention
Provide consistent level of feedback to lift instructional practice
Progress monitor data (sources of data: baseline, mid-year, and end of year diagnostics, Achieve 3000 Level Set, grade level assessments, instructional focus assessments)
Conduct data chats with teachers, students, and interventionists to determine what is working and what needs to change

Person Responsible Jeff Collins (collinsj1@duvalschools.org)

Activity #2	
Title	Increase Math Student Achievement
Rationale	Our students were 35% proficient on the 2017-2018 Math FSA. In addition, our learning gains dropped from 54% to 40% and our bottom quartile learning gains dropped from 46% to 25% for the 2017-2018 Math FSA.
Intended Outcome	Our goal is to raise Math proficiency from 35% to 40% for the 2018-2019 school year. In addition, our goal is to increase Math learning gains from 40% to 60% and Math bottom quartile learning gains from 25% to 60% for the 2018-2019 school year.
Point Person	Andrea Mousa (mousaa1@duvalschools.org)
Action Step	
Description	<p>Increase use of instructional rounds to highlight best practices</p> <p>set up model classrooms for Math</p> <p>Utilize Reflex Math for all students, K-5</p> <p>Utilize Math Interventionist to work specifically with BQ students</p>
Person Responsible	Sheila Thompkins (mcknights@duvalschools.org)
Plan to Monitor Effectiveness	
Description	<p>Check/monitor differentiated center plans of teachers</p> <p>Conduct regular classroom walkthroughs specifically looking at core instruction, best practices, centers, and instructional focus</p> <p>Provide consistent level of feedback to lift instructional practice</p> <p>Progress monitor data (sources of data: baseline, mid-year, and end of year diagnostics, i-Ready Math, grade level assessments, instructional focus assessments)</p> <p>Conduct data chats with teachers, students, and interventionists to determine what is working and what needs to change</p>
Person Responsible	Jeff Collins (collinsj1@duvalschools.org)

Activity #3	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Jeff Collins (collinsj1@duvalschools.org)
Action Step	
Description	<ul style="list-style-type: none"> o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.
Person Responsible	Jeff Collins (collinsj1@duvalschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Jeff Collins (collinsj1@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Highlands Elementary will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Program by holding regularly scheduled monthly SAC meetings. All parents will be invited to attend the meetings. The meetings will be announced via school website, newsletter, marquee, and School Messenger automated phone system. SAC has an important role of

helping to develop the School Improvement Plan (SIP) and the Parental Involvement Plan (PIP) plan. Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. A copy will be available for viewing in the Main Office. Individual hard copies will be available upon request.

PFEP Link

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

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.

Highlands Elementary School ensures that every student has equitable access to a state certified school counselor. These components help provide a comprehensive school counseling program that provides services to address their social-emotional needs through the use of:

- Individual and group counseling;
- Classroom guidance lesson;
- Character development;
- Positive reinforcement activities;
- Outside agency referrals; and
- School district support personnel.

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

Voluntary Pre-Kindergarten is offered for 40 four year olds that live in Highland's attendance zone. The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting. Within the first 45 days of enrollment, kindergarten students are given two assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to screen each child's level of readiness for kindergarten. FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the FAIR assessment for kindergarten (Letter Naming Fluency and Initial Sound Fluency). These assessments are used to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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 Collaborative Problem Solving Team (CPST) will meet to provide assistance in the development of the SIP. The team will provide data on Tier I, II, and III targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

Individuals with Disabilities Education Act (IDEA): Supplemental Instruction through funds by Title I will be discussed with parents during the development of the students Individual Education Plan (IEP).

Title III: Provide services to ensure that English Language Learners (ELLs) meet the academic content

and English proficiency standards. Title III funds will be coordinated with Title I funds to provide extra support to ELLs by offering internal and external safety nets in academic language acquisition.

Title I Pre-K: All Title I Pre-K students will participate in the Back-Pack Program.

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

N/A

Part V: Budget

Total:	\$213,892.50
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