Highland Elementary School

2018-19 Schoolwide Improvement Plan

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Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

https://hges.palmbeachschools.org

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

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.

It is the mission of Highland Elementary to provide opportunities for students to achieve their personal best, become responsible and productive, world class citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

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

School Leadership Team

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

Name	Title
Villani, Elena	Principal
Walsh, Erin	Assistant Principal
Friess, Cory	Administrative Support
Archer, Cynthia	Instructional Coach
Martinez, Edna	Instructional Coach
Clavon, Katrina	Instructional Coach
Frye, Frances	Assistant Principal
Salas, Vilma Patricia	Instructional Coach
Guerrier , Roseline	Teacher, K-12

Duties

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

Principal Villani guides Highland's leadership team in five key domains: Data Driven Student Achievement, Continuous Improvement of Instruction, Curriculum, Cooperation & Collaboration, and School Climate. The team, which is made up of the Principal, two Assistant Principals, four Instructional Coaches, and one Administrative Support team member, meets weekly to set measurable goals, define responsibilities, articulate action plans, and share results.
Specifically Principal Villani leads her team as follows:

1) Data Driven Student Achievement: She reviewed previous-year data and set annual achievement goals for the school along with a progress monitoring calendar.

Assistant Principals sit on weekly school based team meetings which are lead by Mrs. Guerrier and where clear, measurable goals are set for individual students and their progress is monitored toward those goals.

Instructional coaches support professional learning communities (PLC) where grade level teams discuss and plan practices/strategies to help all students meet achievement goals.

2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.

3) Curriculum: Through masterboard analysis as well as thorough analysis of individual teacher schedules, the leadership team is able to ensure that teachers adhere to state and district curriculum standards, specifically that students have the opportunity to learn critical content. Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence and/or pacing guides.

4) Cooperation & Collaboration: The Highland master schedule is designed to allow for PLC to take place for 90 minutes every 6 instructional days. In addition, the master schedule supports common planning time for teacher teams. The leadership team works together to ensure that teachers can observe and discuss effective teaching by means of coaches modeling, instructional rounds, learning walks, and video taped teaching samples during PLC.

Through grade level meetings, grade chair meetings, committee meetings, faculty meetings, and a variety of input surveys, teachers provide valuable input used in decision making in the school.

Highland Elementary School seeks input formally from students, parents, and community members regularly through SAC meetings, parent engagement surveys, and school effectiveness questionnaires and informally as the administration is always willing to sit with stakeholders and provide them an opportunity to share their thoughts.

5) School Climate: The leadership team, by focusing on instruction, student achievement, academic success, and a safe, clean learning environment, works daily at building a school climate in which our vision and mission can be achieved.

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	59	37	33	41	23	30	0	0	0	0	0	0	0	223
One or more suspensions	5	2	4	3	6	5	0	0	0	0	0	0	0	25
Course failure in ELA or Math	149	141	149	188	130	129	0	0	0	0	0	0	0	886
Level 1 on statewide assessment	0	0	0	119	67	106	0	0	0	0	0	0	0	292

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	53	29	24	125	75	100	0	0	0	0	0	0	0	406

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	1	0	0	54	0	0	0	0	0	0	0	0	0	55
Retained Students: Previous Year(s)	1	0	4	54	46	35	0	0	0	0	0	0	0	140

Date this data was collected

Thursday 7/12/2018

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	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

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	38	32	36	32	29	32	0	0	0	0	0	0	0	199
One or more suspensions	1	3	0	4	2	4	0	0	0	0	0	0	0	14
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	121	78	108	0	0	0	0	0	0	0	307

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

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?

The data component that performed the lowest was Science at 25%. As over the past three years Science has been on a downward slide, this is a trend.

Which data component showed the greatest decline from prior year?

Math learning gains of the lowest 25% showed the greatest decline from the prior year with a drop of 18% from 73% to 55%.

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

The data component that had the biggest gap when compared to the state average is 3rd ELA (-33%), though
the 5th Science data component also had a large gap with (-30%).

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

The data component that showed the most improvement was ELA learning gains -- up 18% (43% to 61%).With the exception of FY17 when multiple variables were not in place. this is a trend at Highland.

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

The changes that led to the improvement in ELA learning gains are:
* Collaborative support model with emphasis on standards based instruction using Story Works & guided reading
* Having three reading coaches so that the instructional support of teachers could be more focused. One focused on 4th & 5th grades, one focused on 2nd & 3rd grades, and one focused on Kg & 1st grades).
* Highland was once again an extended day school -- students received an extra hour of reading with focus on standards based instruction using iReady
* There was a focus on cooperation & collaboration among the teachers, supported heavily by administration and instructional coaches through well attended Professional Learning Communities (PLC).
* Implementation of a structured writing block and unified instructional resources and professional development around writing instruction and scoring of student essays using the state rubric from Regional Instructional Specialists.

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	35%	57%	56%	34%	52%	52%
ELA Learning Gains	61%	61%	55%	53%	56%	52%
ELA Lowest 25th Percentile	56%	56%	48%	52%	51%	46%
Math Achievement	62%	65%	62%	45%	61%	58%
Math Learning Gains	59%	63%	59%	51%	61%	58%
Math Lowest 25th Percentile	55%	53%	47%	52%	51%	46%
Science Achievement	25%	56%	55%	34%	53%	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	59 (35)	37 (50)	33 (23)	41 (34)	23 (35)	30 (39)	223 (216)
One or more suspensions	5 (1)	2 (1)	4 (2)	3 (2)	6 (5)	5 (6)	25 (17)
Course failure in ELA or Math	149 (104)	141 (114)	149 (124)	188 (173)	130 (128)	129 (107)	886 (750)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	119 (98)	67 (97)	106 (85)	292 (280)

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	24%	56%	-32%	57%	-33%	
	2017	18%	54%	-36%	58%	-40%	
Same Grade Comparison		6%					
Cohort Comparison							
04	2018	36%	58%	-22%	56%	-20%	
	2017	30%	57%	-27%	56%	-26%	
Same Grade Comparison		6%					
Cohort Comparison		18%					
05	2018	36%	59%	-23%	55%	-19%	
	2017	23%	52%	-29%	53%	-30%	
Same Grade Comparison		13%					
Cohort Comparison		6%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	51%	63%	-12%	62%	-11%	
	2017	56%	62%	-6%	62%	-6%	
Same Grade Comparison		-5%					
Cohort Comparison							
04	2018	57%	63%	-6%	62%	-5%	
	2017	55%	64%	-9%	64%	-9%	
Same Grade Comparison		2%					
Cohort Comparison		1%					
05	2018	59%	66%	-7%	61%	-2%	
	2017	51%	61%	-10%	57%	-6%	
Same Grade Comparison		8%					
Cohort Comparison		4%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	23%	56%	-33%	55%	-32%
	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	12	50	61	38	49	42	10				
ELL	27	59	51	60	61	60	14				
AMI	10	63		52	60						
BLK	39	58	68	54	55	68	10				
HSP	34	61	52	63	60	52	30				
WHT	86			100							
FRL	34	60	56	62	59	56	23				

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	5	31	42	42	60	63	11				
ELL	15	41	48	59	72	75	13				
AMI	10	27		90	93						
BLK	28	43	69	46	62	63	14				
HSP	24	44	45	60	74	75	28				
WHT	54	40		69	70						
FRL	25	43	51	60	73	74	28				

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	If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our ELA proficiency, increasing reading on grade level and ensuring high school readiness.
Rationale	ELA achievement is the area where we have the biggest gap with the state. With ELA proficiency as a focus, we can close this 33% gap and align ourselves with the District's Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness by 2021.
Intended Outcome	Our intended outcome is to improve ELA proficiency by 10%. Currently our proficiency level in ELA is 35%. Our intended outcome is overall ELA proficiency level of 45% by 2019.
Point Person	Elena Villani (elena.villani@palmbeachschools.org)
Action Step	
Description	1) Pillars of Effective Instruction:Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas. 2) The 90 minute literacy block will include 45 minutes of collaborative support with a second small group instructor pushing in to provide differentiated guided reading instruction as we did last year. The new "up a notch" component will be that we will have the collaborative support teacher attend PLC every 3 weeks to ensure that we are maximizing the instructional support. The two teachers need to ensure that they are meeting the needs of the same student in different ways so that we get the most benefit from this instructional model. This differentiation allows for instructional best practices for inclusion education (BPIE). 3) Structured, focused PLC using Dufour's model -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it. The work will be lead by instructional coaches (Salas, Martinez, Clavon) and monitored by APs K-2 PLCs are attend by AP Walsh and 3-5 PLCs are attended by AP Frye. 4) The Dual Language model allows many of our ELL students to develop their Spanish language literacy while acquiring the English language. They acquire academic language and content in their native language as well as in English and the linguistic transfer that takes place leads to higher ELA achievement. 5) The leadership team has set the theme for the year as "All Students will Achieve" and we are on our path to a school grade of "A". This message of confidence and high expectations is communicated everywhere including school-wide T-Shirts and Spirit Days. 6) Instructional coaches will use the coaching continuum and student centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data. This will build instructional capacity of the teachers. Additionally, the coaches will maximize their efforts by offering tiered or differentiated support of teachers. 7) The master schedule allows for schoolwide iii with an SBT/RtI, iii Resource Teacher, Mrs. Guerrier, overseeing the intervention grouping of students. We will have all hands on deck, everyone is a reading teacher 8) Our Parent Liaison, Yesenia Paredes, will work with families to build their capacity to support their children with literacy and in preparing them for the high stakes testing. She will operate the parent resource center and hold workshops with support from teachers and instructional coaches to help parents monitor student data, academic achievement, and growth.

Person Responsible	Elena Villani (elena.villani@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	Principal Villani will meet with her leadership team to monitor effectiveness through data analysis as it becomes available. Data will include: FLKRS, RRR, FSQ, USA, iReady, Standards Mastery, iStation, Imagine Learning, Winter Diagnostic and iObservation.
The following individuals will support Principal Villani in monitoring the action steps.
Action Step 1: APs Walsh & Frye during observations/walkthroughs, and instructional coaches while supporting classroom teachers.
Action Step 2: APs Walsh & Frye during observations/walkthroughs, instructional coaches while supporting classroom teachers, ESOL coordinators (England & Suarez) while supporting ESOL teachers who are the collaborative support team.
Action Step 3: APs Walsh & Frye and instructional coaches who support PLC
Action Step 4: APs Walsh & Frye during observations/walkthroughs, and Edna Martinez, Dual Language instructional coach
Action Step 5: Entire leadership team, including SSCC Friess
Action Step 6: APs Walsh & Frye during observations/walkthroughs, and instructional coaches while supporting classroom teachers.
Action Step 7: APs Walsh & Frye during observations/walkthroughs, and SBT/RtI, iii Resource Teacher, Mrs. Guerrier
Action Step 8: APs Walsh & Frye, instructional coaches, and Parent Liaison, Yesenia Paredes.
Person Responsible	Elena Villani (elena.villani@palmbeachschools.org)

Activity #2	
Title	If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our Science proficiency and ensure high school readiness.
Rationale	Science proficiency is the data component that performed the lowest at 25% and this is a trend over the past 3 years. Having Science as a focus will also allow us to work toward the District's Strategic Plan to ensure 75% high school readiness by 2021. Additionally, focusing on Science will benefit students' background knowledge and vocabulary, thus having a positive effect on their ELA proficiency.
Intended Outcome	Because Science incorporates Reading, we believe our Science should be in alignment with our ELA scores. For this reason, we set our goal for 43%, an 18% increase from 25%.
Point Person	Elena Villani (elena.villani@palmbeachschools.org)

Action Step	
Description	!) The computer program iXL will be incorporated in Media 2 on the Fine Arts wheel, as well as once a week during the science rotational model with computer and hands on experiential learning to build foundational knowledge 2) An academic tutor non-teacher focused only on science support, guided and coached by SSCC Friess will push into the 5th grade Science blocks to allow for greater differentiated instruction. While the tutor supports one group the homeroom teacher can work more closely with a smaller group. This differentiation allows for instructional best practices for inclusion education (BPIE). 3) Science Studies Weekly will be purchased and used as an instructional resource in the literacy block to expose students to informational texts that are closely aligned to the NGSSS in grades 2-5 so that students arrive in 5th grade with a better understanding of the fair game Science benchmarks. 4) Teachers will conduct benchmark labs and demonstrations that match the test item specifications 5) Our Parent Liaison, Yesenia Paredes, will work with families to build their capacity to support their children with Science and in preparing them for the high stakes testing. She will operate the parent resource center and hold workshops with support from teachers and SSCC to help parents monitor student data, academic achievement, and growth. 6) Structured, focused PLC using Dufour's model -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it. This is where they will plan the aforementioned benchmark labs and demonstrations. 5th grade Science PLC is led by SSCC
Person Responsible	Elena Villani (elena.villani@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Principal Villani will meet with her leadership team to monitor effectiveness through data analysis as it becomes available. Data will include: Unit Tests, Winter Diagnostic and IXL reports. The following individuals will support Principal Villani in monitoring the action steps. Action Step 1: APs Walsh & Frye during observations/walkthroughs, and SSCC Friess Action Step 2: APs Walsh & Frye during observations/walkthroughs, and SSCC Friess Action Step 3: APs Walsh & Frye during observations/walkthroughs, and instructional coaches while supporting classroom teachers. Action Step 4: APs Walsh & Frye during observations/walkthroughs, and SSCC Friess

Action Step 5: APs Walsh & Frye, SSCC Friess, and Parent Liaison, Yesenia Paredes.
Action Step 6: Villani

Person Responsible   Elena Villani (elena.villani@palmbeachschools.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.

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).

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.

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.

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 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. 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

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.

In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the Fine Arts and in our Dual Language program especially through use of song, poetry, and multicultural literature. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History.

It is through master board analysis that the school identifies & aligns all available resources to meet the needs of students &maximize student outcomes. If a need is identified, the teacher implements an intervention during immediate intensive intervention (iii) time of day. If the student has not responded to that intervention, a referral is made to the School Based Team (SBT), a group of stakeholders including administration, guidance, speech pathologists, psychologists, teachers, parents. The SBT identifies the specific deficiencies & matches an intervention to it as well as a monitoring tool. The team meets once a week to discuss new referrals or monitor the progress of students that have been in the tiered interventions for an appropriate length of time.

Title I, Part A
Provides for classroom resources, parent engagement, & professional development: tutoring, supplemental instructional materials, supplies, coaches, parent liaison, workshops, etc. Contact is AP Walsh.
Title I, Part C- Migrant
Support services are provided by District
Title I, Part D
N/A

Title II
Programs and Professional Development provided by Safe Schools – Single School Culture; Bullying Prevention, Character Education, Schoolwide Positive Behavior Support & CHAMPS.

Title III
Support for ELL students; ESOL Coordinators, teachers, language facilitators: Spanish, Creole, Kanjobal, & Mam

Title X- McKinney Vento
Support provided by McKinney Vento Support Personnel on campus to assist our families: Nancy Ruiz

SAI
SAI serves 3rd graders reading below grade level in order for them to achieve 1.5 year's growth in one year's time as measured by FSA ELA. SAI instructor is Heather Lawson.

Violence Prevention Programs

Single school culture & appreciation for Multicultural Diversity

Nutrition Programs
100% Accessible Breakfast Program; Free & reduced lunch; summer meals program.

Housing Programs
Partnership with Adopt-A-Family

Adult Education
District funds/resources are used for: GED, Family Literacy & ESOL classes through Bridges

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

In order to advance college and career awareness, Highland's school guidance plan includes a college and career awareness component. In addition, all classrooms and offices display the educational institute of our employees who serve as daily role models for our students. We participate in College Gear Fridays where staff members proudly wear the t-shirts or jersey of their alma mater. Finally, our 5th Grade team is now AVID trained and helping all of our 5th graders develop a college and career mindset.

Part V: Budget	
Total:	**$2,303.00**