

The School District of Palm Beach County

Highridge Family Center



2019-20 Schoolwide Improvement Plan

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Highridge Family Center

4400 N AUSTRALIAN AVE, West Palm Beach, FL 33407

<https://hr.palmbeachschools.org>

Demographics

Principal: Demetrius Permenter

Start Date for this Principal: 3/6/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 03-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 03-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The schools in the Department of Support Services are committed to providing effective and relevant instruction to meet the needs of all students. We work to provide a world-class education with excellence and equity to empower each student to reach his or her highest potential, with the most effective staff, to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The schools in the Department of Support Services envision a dynamic collaborative multicultural community, where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Lawrence, Shelia	Assistant Principal	Provide a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS/Rti, Execute and monitor daily school operations and academics towards students' growth.
Horne, Alma	Other	Provide students with information about college and career planning. Review and discuss career interests and introduces the My Career Shines planning tools and website to each student.
Keough, Lisa	School Counselor	Provides quality support services and expertise on issues ranging from academic programs to individual student intervention and assessment. Links community agencies to schools and families to support students' academic, emotional, behavior and social success.
Abrams, Timothy	Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students' growth.
Pollard, Jeff	Administrative Support	Data and instructional support for content subjects.
Leonard, Crystal	Other	Transition Coordinator. Provide student, parents, sending schools. and receiving schools with transition services and information as students enter and exit schools throughout our programs.
Forbes-Edwards, Sandy	Other	Monitor compliance of all ESE students' Individual Education Plans. Provide support to ESE Contacts.
Arbit, Wendy	School Counselor	Provides quality support services and expertise on issues ranging from academic programs to individual student intervention and assessment. Links community agencies to schools and families to support students' academic, emotional, behavior and social success.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	2	5	4	6	0	0	0	0	17
Attendance below 90 percent	0	0	0	0	0	1	2	4	6	4	3	0	0	20
One or more suspensions	0	0	0	0	0	2	5	8	8	6	4	0	0	33
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	3	3	7	7	5	3	1	0	29

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	4	7	10	10	5	0	0	38

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	2	3	1	0	1	1	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

6

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	0	0	0	0	1	0	1	5	2	3	2	1	0	15
One or more suspensions	0	0	0	0	0	0	1	13	4	9	3	2	0	32
Course failure in ELA or Math	0	0	0	0	0	0	1	8	3	14	5	4	0	35
Level 1 on statewide assessment	0	0	0	0	1	1	10	8	9	10	4	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	1	11	3	12	4	3	0	35

Prior Year - 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	0	0	0	0	1	0	1	5	2	3	2	1	0	15
One or more suspensions	0	0	0	0	0	0	1	13	4	9	3	2	0	32
Course failure in ELA or Math	0	0	0	0	0	0	1	8	3	14	5	4	0	35
Level 1 on statewide assessment	0	0	0	0	1	1	10	8	9	10	4	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	1	0	1	11	3	12	4	3	0	35

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	61%	0%	46%	57%
ELA Learning Gains	0%	58%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	50%	51%
Math Achievement	0%	53%	62%	0%	43%	58%
Math Learning Gains	0%	55%	59%	0%	48%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	47%	50%
Science Achievement	0%	45%	56%	0%	41%	53%
Social Studies Achievement	0%	75%	78%	0%	67%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)										Total
	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	2 (0)	5 (0)	4 (0)	6 (0)	0 (0)	0 (0)	0 (0)	0 (0)	17 (0)
Attendance below 90 percent	0 (0)	0 (1)	1 (0)	2 (1)	4 (5)	6 (2)	4 (3)	3 (2)	0 (1)	0 (0)	20 (15)
One or more suspensions	0 (0)	0 (0)	2 (0)	5 (1)	8 (13)	8 (4)	6 (9)	4 (3)	0 (2)	0 (0)	33 (32)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	0 (1)	0 (8)	0 (3)	0 (14)	0 (5)	0 (4)	0 (0)	1 (35)
Level 1 on statewide assessment	0 (0)	0 (1)	3 (1)	3 (10)	7 (8)	7 (9)	5 (10)	3 (4)	1 (0)	0 (0)	29 (43)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018	0%	58%	-58%	56%	-56%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2019	0%	59%	-59%	56%	-56%
	2018	0%	59%	-59%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	58%	-58%	54%	-54%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	53%	-53%	52%	-52%
	2018	25%	54%	-29%	51%	-26%
Same Grade Comparison		-25%				
Cohort Comparison		0%				
08	2019	60%	58%	2%	56%	4%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		60%				
Cohort Comparison		35%				
09	2019	0%	56%	-56%	55%	-55%
	2018	10%	56%	-46%	53%	-43%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019	0%	65%	-65%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019	0%	60%	-60%	55%	-55%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	35%	-35%	54%	-54%
	2018	29%	39%	-10%	54%	-25%
Same Grade Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2019	0%	64%	-64%	46%	-46%
	2018	0%	65%	-65%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	51%	-51%	53%	-53%
	2018					
Cohort Comparison						
08	2019	36%	51%	-15%	48%	-12%
	2018	0%	54%	-54%	50%	-50%
Same Grade Comparison		36%				
Cohort Comparison		36%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	67%	-67%
2018	0%	67%	-67%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	71%	-71%
2018	36%	72%	-36%	71%	-35%
Compare		-36%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
2018	0%	68%	-68%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	61%	-61%
2018	0%	62%	-62%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA showed the lowest performance with 37% down from 41% the prior year. Most of our students are transient within the educational system. Our students move from one school center to another due to a need for rehabilitation. Therefore, consistent opportunities for demonstrating learning gains within our student population is a challenge.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was seen in Math with a decrease of 14% from the previous year. The contributing factors includes: the turnover rate of the students' entering Highridge School; inconsistent student attendance prior to entering our programs and students' behavioral issues prior to their transition to Highridge School that causes out of school suspensions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The State scored 59% in ELA learning gains while Highridge School scored 37%, a difference of -22%. Additionally the State scored 59% in Math learning gains while Highridge School scored 41%, a difference of -22%. Most of our students are transient within Highridge School. Our students move from one school center to another due to a need for rehabilitation. Therefore, constant opportunities for demonstrating learning gains within our student population is a challenge.

Which data component showed the most improvement? What new actions did your school take in this area?

No improvement were achieved. Instructional practices have been realigned to ensure that the Scope and Sequence of our instructions are aligned the district's comprehensive schools.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

State assessment
Suspensions

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase student gains in Literacy
2. Increase student gains in Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness.
Rationale	ELA showed the lowest performance with 37% down from 41% the prior year. Our greatest decline was seen in Math with a decrease of 14% from the previous year. Most of our students are transient within the educational system. Our students move from one school center to another due to a need for rehabilitation. Therefore, consistent opportunities for demonstrating learning gains within our student population is a challenge.
State the measurable outcome the school plans to achieve	The goals at Highridge are: Reduce student course failure by 5% Increase student achievement in ELA to 50% in learning gains and in Math an increase to 50% in learning gains.
Person responsible for monitoring outcome	Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)
Evidence-based Strategy	1. In school/after school tutorials 2. Incorporate Reading Plus and iXL in both Reading and Math courses 3. To develop our SwPBS with training and a point system to support student behavior/academic.
Rationale for Evidence-based Strategy	1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school. day instruction. 2. Adaptive technology supports all learners at their academic level. It allows for remediation and enrichment as necessary. 3. Utilizing SwPBS allow students to feel welcome, supported and validated. Incentive programs allows for student by-in and motivation.
Action Step	
Description	1. Tutorials: a. Identify students with needs. b. Arrange tutorial schedules. c. Arrange time for collaborative lesson planning utilizing the resources within the technology programs. d. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress. (Shelia Harvey-Lawrence) 2. Technology: a. Purchase programs. b. Train teachers to utilize the program effectively and with fidelity. c. Arrange schedule for appropriate program usage d. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress. (Shelia Harvey-Lawrence) 3. SwPBS a. Develop a partnership with Highridge Family Center to support Incentive programs for positive behaviors. b. Establish point system to motivate students. c. Establish the 5 Pillars of Effective Behaviors throughout the school. d. Establish a mentoring program.

e. Monitoring will be done by administration, teacher, Highridge Family Center through classroom and overall changes within the environment.

Person Responsible

Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum. The conference room and classroom library selection is filled with books related to the variety of cultures and contributions of:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Highridge School will be implementing a Single School Culture and share our Universal Guidelines for Success and communicating these expectations to parents via parent and student orientation.

Monitoring SwPBS will take place weekly during PLCs. Highridge's support system will include teachers, ESE contact, School Counselor, and Graduation Coach.

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 Schoolwide Improvement Plan 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.

All parents will participate in orientation upon students' enrollment and in weekly parenting sessions at the Family Center. Parents will receive progress reports midway during each nine weeks. Reports are also shared with the therapists and case managers.

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.

The School Counselor works with the therapeutic staff of the collaborative partner to address students' needs and concerns. Through the collaborative agreement, the partnering agency provides weekly therapeutic sessions addressing student needs as well as weekly group sessions.

The SBT meets weekly to discuss students with barriers to academic and social success.

The School Counselor meets with each student within 10 days of entry to determine any additional needs. Teachers report students who are observed to have additional needs to the School Counselor who follows up with the student and/or therapeutic counselor.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Students enter at various times during the year and remain in Highridge School for 3 months. Upon entry students participate in an orientation and career information session. The school counselor meets with students within two weeks of students enrolling to go over individual needs and questions.

Upon completion of the program, the school counselor meets with the students. The counselor shares information with the home school counselor relating to the student's success in the program, interventions that worked with the student and recommendations/suggestions for the students upon return to the home school.

All Students are enrolled in Career and Social Skills Development classes through which students begin to explore career interests and opportunities through the Graduation/Career Coach.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Students enter at various times during the year and remain in Highridge School for 3 months. Upon entry students participate in an orientation and career information session. The school counselor meets with students within two weeks of students enrolling to go over individual needs and questions.

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 school leadership ensures that certified teachers that meet state highly qualified requirements are scheduled to instruct students as well as see to the day to day school program operations. Administration, SBT coordinator and members monitor student progress during PLC's and School Based Team meetings. To monitor the fidelity and progress of students regarding their goals, teachers will have bi-weekly data chats with Administration regarding weekly assessments and behavior concerns, etc. The SBT meets weekly. Participants are invited on an as needed basis or concurrently with interventions. Administrators monitor the fidelity of Tier 1,2, and 3 instruction/intervention daily through the utilization of iObservation (Classroom-walk-through, Formal and Informal observations). Teachers meet with the school leader(s), SBT and ESE Coordinators to discuss expectations for the daily schedule were (Shared Reading, Interactive Read Aloud, Guided/Strategy Groups, Oral Language time , etc) and

extended learning time requirements are evident.

Administrative Staff will work with the Director to identify needs of students and teachers at each school site, not supported by regular district funding. Supplemental funding is used for materials, training and workshops, and tutorials, to name a few.

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix, teaching Expected Behaviors, and communicating with parents. We update our action plans during PLC Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program.

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

During weekly student orientation the Graduation/Career Coach meets with students to present information about careers and College Goal Planning. The school counselor meets with students to review progress and discuss career interests and complete MyCareerShines planning tools if the student has not already done so.

Students participate in the PSAT and SAT school day test administration which allows the opportunity for student to take the SAT in a known environment and removing barriers to not participating in Saturday testing.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness.				\$147.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	3024 - Highridge Family Center	School Improvement Funds	39.0	\$147.00
Total:						\$147.00