

Duval County Public Schools

Highlands Elementary School



2019-20 Schoolwide Improvement Plan

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Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

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

Demographics

Principal: Natalya Richie

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
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)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (32%) 2016-17: C (41%) 2015-16: D (35%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">87%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	D

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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.

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	Job Duties and Responsibilities
Sanders, Tavianna	Principal	Principal (Tavianna Billingslea-Sanders): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RTI plans and activities.
Thompkins, Sheila	Instructional Coach	Math Coach (Sheila Thompkins): Provides K-12 math plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention.
Fleming, LaTonya	School Counselor	Rtl Facilitator/Guidance Counselor (LaTonya Fleming): Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, works with school-based coaches, small collaborative groups of teachers and provides direct intervention services and support to students identified as needing Tier II or Tier III intervention services.
Sams, Sonja	Teacher, K-12	Reading Interventionist- (Sonja Sams): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Hall, Vincent	Assistant Principal	Assistant Principal (Vincent Hall): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based Rtl plans and activities.
Coots, Sue	Instructional Coach	Reading Coach (Sue Coots): Provides K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention.

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	77	76	68	73	56	53	0	0	0	0	0	0	0	403
Attendance below 90 percent	34	29	33	17	19	20	0	0	0	0	0	0	0	152
One or more suspensions	3	2	3	3	5	1	0	0	0	0	0	0	0	17
Course failure in ELA or Math	7	5	1	17	6	0	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	12	49	34	0	0	0	0	0	0	0	95

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	3	4	4	7	30	14	0	0	0	0	0	0	0	62

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	7	5	1	17	6	0	0	0	0	0	0	0	0	36
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)

23

Date this data was collected or last updated

Thursday 7/11/2019

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

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

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	24%	50%	57%	26%	49%	55%
ELA Learning Gains	44%	56%	58%	44%	56%	57%
ELA Lowest 25th Percentile	59%	50%	53%	57%	54%	52%
Math Achievement	45%	62%	63%	38%	62%	61%
Math Learning Gains	62%	63%	62%	54%	63%	61%
Math Lowest 25th Percentile	62%	52%	51%	46%	54%	51%
Science Achievement	28%	48%	53%	22%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	76 (0)	68 (0)	73 (0)	56 (0)	53 (0)	403 (0)
Attendance below 90 percent	34 (35)	29 (27)	33 (24)	17 (20)	19 (17)	20 (11)	152 (134)
One or more suspensions	3 (5)	2 (9)	3 (3)	3 (4)	5 (7)	1 (5)	17 (33)
Course failure in ELA or Math	7 (0)	5 (0)	1 (0)	17 (6)	6 (8)	0 (2)	36 (16)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (66)	49 (41)	34 (24)	95 (131)

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	20%	51%	-31%	58%	-38%
	2018	31%	50%	-19%	57%	-26%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	20%	52%	-32%	58%	-38%
	2018	18%	49%	-31%	56%	-38%
Same Grade Comparison		2%				
Cohort Comparison		-11%				
05	2019	24%	50%	-26%	56%	-32%
	2018	24%	51%	-27%	55%	-31%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	61%	-14%	62%	-15%
	2018	30%	59%	-29%	62%	-32%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	38%	64%	-26%	64%	-26%
	2018	29%	60%	-31%	62%	-33%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	35%	57%	-22%	60%	-25%
	2018	35%	61%	-26%	61%	-26%
Same Grade Comparison		0%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	49%	-27%	53%	-31%
	2018	27%	56%	-29%	55%	-28%
Same Grade Comparison		-5%				
Cohort Comparison						

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
SWD	27	52		49	71	91					

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
ELL											
BLK	21	44	60	40	62	63	29				
HSP	13			47							
WHT	33	64		67	71						
FRL	21	43	65	45	65	63	29				
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						
FRL	25	39	52	36	50	42	19				

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)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Reading proficiency showed the lowest performance on the 2019 Florida Standards Assessment (24% proficient). Two contributing factors were two ELA teachers resigning mid-year and implementing a new curriculum which impacted schedules and centers for differentiation.

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

Reading achievement decreased by 5% showed the greatest decline in proficiency. Reading achievement declined due to two teachers resigning mid-year in language arts, and implementing a new curriculum which impacted schedules and center for differentiation. Science achievement decreased by 3% due to a curriculum change.

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.

Reading achievement has the greatest gap of a 22% difference between the school and state average proficiency. Historically, students have exhibited minimal growth in Reading. Our school's Reading achievement has never exceeded 29%. Learning gains in Reading have never exceeded 44%. Reading proficiency decreased by 5% from 2018 to 2019. Learning gains increased by 7% from 2018 to 2019.

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

Math Lowest 25th Percentile increased from 25% to 62%. Students identified in the bottom quartile were grouped based on data, engaged in an intensive math curriculum and received intensive remediation and interventions through our Multi-Tiered System of Supports.

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

Student attendance is an area of concern. 130 out of 426 Highlands Elementary students were absent 18 days or more during the 2018-2019 school year. 50 of the 130 students were in grades 3-5. Additionally, students in grades 3-5 missed an average of 12 days. Exceptional Education Students (ESE) missed an average of 14 days. 29% of English Language Learners missed 18 or more days and 55% of this subgroup are students in grades 3-5. The percentage of Highlands Elementary students absent 18 days or more increased by 2% from 28.5% in 2017-2018 to 30.5% in 2018-2019.

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

1. ELA Achievement
2. ELA Learning Gains
3. ELA Lowest 25th Percentile
4. Math Lowest 25th Percentile
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Only 24% of Highlands Elementary students scored a level 3 or higher on the 2019 Florida Standards Assessment. Additionally, only 44% of students made learning gains in Reading.
State the measurable outcome the school plans to achieve	Highlands Elementary will increase the percentage of students in grade 3-5 that score a level 3 or higher on the Florida Standards Assessment to 35% (+11) and learning gains to 60% (+16) in 2020 on the Florida Standards Assessment.
Person responsible for monitoring outcome	Tavianna Sanders (billingslt@duvalschools.org)
	Classroom schedules will include daily center rotation time with the assistance of a Reading Interventionist and paraprofessional. Both the Reading Interventionist and paraprofessional will provide additional instructional support during center times in grades 3-5.
Evidence-based Strategy	Based on Florida Standards Assessment, i-Ready and Achievement 3000 data, students are placed in instructional groups to meet their individual academic needs. As a result, instruction is modified or supplemented to assist students having difficulty attaining proficiency. Students who have performed on an advanced level are challenged with supplemental activities such as novel studies, focus units of study and project-based learning. Data based decision for reading interventions and enrichment are made through of the Duval County suggested Identification/Intervention Decision Tree.
Rationale for Evidence-based Strategy	If Teachers consistently implement reading centers to differentiate using summative and formative (FSA, i-Ready, Acheive 3000) assessment data to plan for instruction, group students and monitor student progress, then student achievement in reading will increase. Reading Interventionist and paraprofessionals will support the remediation of standards following assessing students and analyzing data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a reading instructional focus calendar for teachers to follow as it relates to LAFS 2. Participate in common planning meetings ensuring all lessons correlate/support the LAFS, review lesson planning outcomes and specifically reading center lesson plans. 3. Collect weekly assessments and review progress book grade entries. Review lesson plans for rigor supporting the LAFS. 4. Remediation following assessments to increase student mastery 5. Admin will conduct Classroom Walk -throughs and participate in various grade level planning meetings in addition to reviewing grade level planning meeting notes.
Person Responsible	Tavianna Sanders (billingslt@duvalschools.org)

#2	
Title	Science
Rationale	2019 NGSS Science data revealed that only 28% of our students were proficient in the area of science. This was a 2% decrease from last year. Highlands Elementary Science scores are 25% below the state average. These score aligns with our low reading proficiency score of 24%. Science is negatively impacted by our Reading proficiency. Students must be able to read on grade level in order to grasp an understanding of the content and questions asked in science.
State the measurable outcome the school plans to achieve	Highlands Elementary will increase the percentage of students in 5th grade that score a level 3 or higher on the NGSS Science to 38% (+10) in 2020.
Person responsible for monitoring outcome	Tavianna Sanders (billingslt@duvalschools.org)
Evidence-based Strategy	The science teacher will serve to ensure that all students have rigorous and quality science instruction utilizing the 5E inquiry model and share best practices with cross curricula teachers to increase student achievement with science standards and concepts.
Rationale for Evidence-based Strategy	If the Science teacher consistently implements rigorous and quality science instruction (Penda, labs and standards based instruction) utilizing the 5E inquiry model and shares best practices with cross curricula teachers, then student achievement in reading will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. The Science teacher will participate in regularly scheduled PLCs with follow up meetings to monitor students' progress and teachers' effectiveness with instructional interventions and remedial activities of science standards. 2. The Science teacher will collaborate with the reading coach, reading interventionist, and core content area teachers to embed write-to-learn and literacy strategies that help students make cross curricula connections and deepen their learning. 3. The dedicated science teacher will provide multi-tiered support and interventions for science standards and content. 4. The Sscience teacher will ensure that students have multiple opportunities to apply their knowledge while meeting and mastering the application of science concepts. 5. Technology for blended learning along with labs and hands on activities will be used three times per week.
Person Responsible	Tavianna Sanders (billingslt@duvalschools.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).

Highlands has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided to teachers and are aligned to the Florida Standards. All teachers are expected to utilize the standards-based resources during daily instruction.

Students are tracked using the MTSS process. Tier 3 students are receiving several interventions during the school day and invited to participate in tutoring e.g. interventions after-school. Tier 2 students are receiving interventions throughout the school day and as needed/as space becomes within the after-school program. All subject area teachers provide classroom interventions for their Tier 3 and Tier 2 students based on their specific needs during both reading and math instruction in the form of small group targeted skill focus instruction.

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.

Highlands Elementary involves parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of or school by holding regularly scheduled monthly SAC meetings and workshops. All parents are invited to attend the meetings and workshops. Meetings and workshops are 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 Parent and Family Engagement Plan (PFEP). 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.

As the neighborhood school for the Highlands community on the Northside of Jacksonville, we play an active role in the surrounding community and work to build partnerships with faith-based entities as well as local businesses. We have a renewed focus on getting parents and community members to serve as volunteers for the school and the students. These volunteers help in and out of the classroom as well as help to host events such as holiday celebrations. The new administration at the school has also worked hard this summer to visit local businesses to build relationships and support for the school. By doing so, we have been fortunate to have local companies who are willing to support some of our initiatives, including the purchase of school supplies, rewards, etc. This will be a continued area of focus for the school so that we are able to secure resources for student achievement.

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 ensures that the social-emotional needs of all students are being met. Students and parents have access to self-referrals for counseling at any time. All staff members refer students who would benefit from counseling services provided by Full Service Schools. In addition, guidance lessons are provided to all classes.

Additionally, the Collaborative Problem Solving Team (CPST) meets monthly to analyze data. The team provides data on Tier I, II, and III targets; academic and social/emotional areas that need to be addressed.

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

Administrators have developed a vertical collaborative partnership with Pre-K and Kindergarten teachers. This team will identify the academic and social skills necessary for Kindergarten readiness, along with a developmental plan and timeline for accomplishing the skills. Mid-year the teams will meet to evaluate and revise their plan as needed. The Pre-K Teacher will also meet with the Pre-K parents to share the upcoming school years' expectations, the academic and social strengths or their Pre-K student and early signs of difficulties if applicable. Each spring neighboring students who attend area day care facilities or participate in Head Start Programs near the school are invited to visit our campus and learn the various curriculum we utilize to meet state standards. All parents are invited to join their son/daughter on campus at Meet the Teacher prior to the first day of school to familiarize themselves with school procedures.

Fifth grade students are visited by teachers and guidance counselors from the middle school to share school policies, procedures and information regarding core courses and electives. All fifth grade students participate in a field trip to area middle school to tour campus and engage in transitional activities.

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.

Title I: School leadership ensures its core instructional programs and materials are aligned to Florida's Standards through the use of the Curriculum Guides provided by the district, as well as the Florida Standards Item Specifications. Teachers participate in Common Planning, Coaching Cycles and Lesson Studies with Reading and Math Coaches to ensure understanding of the Florida Standards. Instructional materials used for reading and math interventions are reviewed to determine alignment to the standards. Reading and Math Coaches provide teachers with examples of resources and differentiated center activities that are standards based to ensure that all curriculum aligned to Florida Standards.

The Reading and Math Coach are both resources that support their content areas due to a lack of student proficiency in both Reading and Math. The Math and Reading Coaches are responsible for building teacher capacity, which is needed due to a lack of proficiency . Highlands students' proficiency in Reading and Math are significantly lower than the district and state average. See state comparison by grade level below.

3rd Reading 38%; 3rd Math 15% below state average

4th Reading 38%; and 4th Math 25% below state average

5th Reading 32%; and 5th Math 25% below state average

Additionally, the The Math Coach, Reading Coach and paraprofessional support remediation of

standards-based instruction to ensure every student has an opportunity to improve their work with feedback and tutoring from an adult.

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

Title III: Provide services to ensure English Language Learners 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.

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

Highlands Elementary School has culturally embedded AVID in all 5th grade classes. AVID helps students prepare for college by teaching them higher order thinking skills, self advocacy and organizational skills. Fifth grade students make middle school transition visits in an effort to provide an informed decision making course process and prepare for the secondary education. Highlands also participates in TEACH-IN inviting guests from companies such as CSX, Navy and MTECH to our campus to speak about their chosen career.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading	\$0.00
2	III.A.	Areas of Focus: Science	\$0.00
Total:			\$0.00