

The School District of Palm Beach County

Highland Elementary School



2019-20 Schoolwide Improvement Plan

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Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

<https://hges.palmbeachschools.org>

Demographics

Principal: Frances Frye

Start Date for this Principal: 7/1/2018

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* Native American Students* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (46%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* 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)
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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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<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	Job Duties and Responsibilities
Villani, Elena	Principal	<p>Principal Villani guides Highland's leadership team in five key domains:</p> <ul style="list-style-type: none"> * Data Driven Student Achievement, * Continuous Improvement of Instruction, * Curriculum, * Cooperation & Collaboration, and * School Climate. <p>Her team, which is made up of two Assistant Principals, four Instructional Coaches, and one Administrative Support team member, meets bi-weekly to set measurable goals, define responsibilities, articulate action plans, and share results.</p> <p>Specifically Principal Villani leads her team as follows:</p> <p>1) Data Driven Student Achievement: She reviewed previous-year data and set annual achievement goals for the school along with a progress monitoring calendar.</p> <p>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.</p> <p>3) Curriculum: Through masterboard analysis as well as thorough analysis of individual teacher schedules, the Principal is able to ensure that teachers adhere to state and district curriculum standards, specifically that students have the opportunity to learn critical content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Walsh, Erin	Assistant Principal	<p>!) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which are lead by Ms. Eldridge and where clear, measurable goals are set for individual students and their progress is monitored toward those goals.</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p> <p>3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.</p> <p>4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>
Martinez, Edna	Instructional Coach	<p>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. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.</p>
Frye, Frances	Assistant Principal	<p>1) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which are lead by Ms. Eldridge and where clear, measurable goals are set for individual students and their progress is monitored toward those goals.</p> <p>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.</p> <p>3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.</p>

Name	Title	Job Duties and Responsibilities
		<p>4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>
Estupinan, Samantha	Instructional Coach	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. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.
Navarro, Diana	Instructional Coach	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. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.
Littles, Cory	Instructional Coach	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. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.
Maione, Kerry	Administrative Support	<p>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.</p> <p>Curriculum: Through classroom walkthroughs and data chats with teachers, Single School Culture Coordinator (SSCC) monitors that teachers adhere to state and district curriculum standards, and ensures that students have the opportunity to learn critical content.</p> <p>Cooperation & Collaboration: attends PLC and works to foster a climate of</p>

Name	Title	Job Duties and Responsibilities
		<p>inquiry and collaboration; supports the coaches in planning their schedules to best serve the needs of the teachers and provides opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>5) School Climate: SSCC does cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, she focuses on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>

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	149	140	178	228	150	162	0	0	0	0	0	0	0	1007
Attendance below 90 percent	40	29	29	31	28	26	0	0	0	0	0	0	0	183
One or more suspensions	0	3	3	5	11	17	0	0	0	0	0	0	0	39
Course failure in ELA or Math	122	157	154	216	114	96	0	0	0	0	0	0	0	859
Level 1 on statewide assessment	0	0	0	151	66	107	0	0	0	0	0	0	0	324

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	31	22	26	157	72	85	0	0	0	0	0	0	0	393

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	65	0	0	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

118

Date this data was collected or last updated

Thursday 9/5/2019

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

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

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	34%	58%	57%	25%	53%	55%
ELA Learning Gains	55%	63%	58%	43%	59%	57%
ELA Lowest 25th Percentile	50%	56%	53%	50%	55%	52%
Math Achievement	57%	68%	63%	60%	62%	61%
Math Learning Gains	70%	68%	62%	73%	62%	61%
Math Lowest 25th Percentile	65%	59%	51%	73%	53%	51%
Science Achievement	25%	51%	53%	27%	51%	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	149 (0)	140 (0)	178 (0)	228 (0)	150 (0)	162 (0)	1007 (0)
Attendance below 90 percent	40 (59)	29 (37)	29 (33)	31 (41)	28 (23)	26 (30)	183 (223)
One or more suspensions	0 (5)	3 (2)	3 (4)	5 (3)	11 (6)	17 (5)	39 (25)
Course failure in ELA or Math	122 (149)	157 (141)	154 (149)	216 (188)	114 (130)	96 (129)	859 (886)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	151 (119)	66 (67)	107 (106)	324 (292)

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%	54%	-34%	58%	-38%
	2018	24%	56%	-32%	57%	-33%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	41%	62%	-21%	58%	-17%
	2018	36%	58%	-22%	56%	-20%
Same Grade Comparison		5%				
Cohort Comparison		17%				
05	2019	29%	59%	-30%	56%	-27%
	2018	36%	59%	-23%	55%	-19%
Same Grade Comparison		-7%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	65%	-21%	62%	-18%
	2018	51%	63%	-12%	62%	-11%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	56%	67%	-11%	64%	-8%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
05	2019	56%	65%	-9%	60%	-4%
	2018	59%	66%	-7%	61%	-2%
Same Grade Comparison		-3%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	21%	51%	-30%	53%	-32%
	2018	23%	56%	-33%	55%	-32%
Same Grade Comparison		-2%				
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	13	40	32	29	51	58	11				
ELL	29	54	48	58	71	66	20				
AMI	16	48	57	53	80	73					
BLK	43	57	47	47	64	52	25				
HSP	31	54	48	59	71	68	24				
WHT	68	80		78	80						
FRL	33	56	50	58	70	65	25				
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				

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)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
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	55
Native American Students Subgroup Below 41% in the Current Year?	NO
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	50
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	52
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	77
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	52
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.

When looking at our ELA performance, we see that within Learning Gains, we had a 6% drop from FY18. Currently we are at a 55%. Our ELA low 25s also had a decline of 6% from the previous year. We are at 57%. When looking at grade level data, the greatest drop in ELA proficiency was 5th grade. They dropped 7% to 29% proficient. One of the contributing factors was that many of the teachers in 3rd to 5th grade teachers were not experienced in the grade level content or were not highly effective teachers. This is not a trend because in FY 17 we demonstrated growth in these areas.

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

When looking at the subgroup data, the component that showed the greatest decline was math achievement where we saw a drop in each subgroup (range of -1 to -22). The school's math proficiency dropped 5% from one year to the next to 57%. However, math learning gains and math low 25 both showed significant increases. One of the contributing factors was that many of the teachers in 3rd to 5th grade teachers were not experienced in the grade level content or were not highly effective teachers. In 5th grade, one classroom had three different teachers due to turn over. Due to teacher shortage, our math coach became the classroom teacher, leaving the school without a math coach for support.

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.

When comparing to the state, our school scored -28 points in science. However, when looking at Math learning gains and Math low 25, we out performed the state by 6-8 percentage points. We contribute this gap to the lack of a science coach to support the teachers in focusing on standards based instruction. This tends to be a trend as the science proficiency rate across the years has not progressed.

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

Our greatest improvement was seen in 4th grade ELA achievement. In 2018 the 3rd grade scored 24%. That same cohort scored 41% in 2019 -- a positive difference of 17%. After analyzing FY18 data, it was identified that our students were under performing in writing. Our school made intentional staffing changes and instructional support to enhance writing instruction and planning.

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

- 1) Course failure (ELA and Math)
- 2) Level 1 on statewide assessment

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

1. Improve ELA achievement & LG
2. Improve Math achievement & LG
3. Improve Science achievement
4. Improve ELA achievement and learning gains of low 25 within the SWD subgroup
5. Decrease the number of course failures in ELA and Math in K-5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our ELA, Math, and Science proficiency, increasing reading on grade level and ensuring high school readiness.
Rationale	<p>When looking at our ELA performance, we see that within Learning Gains, we had a 6% drop from FY18. Currently we are at a 55%. Our ELA low 25s also had a decline of 6% from the previous year. We are at 57%. When looking at grade level data, the greatest drop in ELA proficiency was 5th grade. They dropped 7% to 29% proficient.</p> <p>When looking at the subgroup data, the component that showed the greatest decline was math achievement where we saw a drop in each subgroup (range of -1 to -22). The school's math proficiency dropped 5% from one year to the next to 57%.</p> <p>When comparing to the state, our school scored -28 points in science.</p>
State the measurable outcome the school plans to achieve	<p>Our school's measurable outcomes are:</p> <p>ELA achievement 38% (+4%), ELA learning gains 60% (+5%), ELA Low 25 55% (+4%)</p> <p>Math achievement 60 (+3%), maintain Math learning gains at 70% and Low 25 at 65^</p> <p>Science achievement 30% (+5%)</p>
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<ol style="list-style-type: none"> 1) PLC 2) Adaptive Technology 3) ESOL Support in all content areas 4) Instructional coaching 5) Tiered Support and Response to Interventions 6) Parent Liaison
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1) 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. 2) Adaptive technology allows students to learn at their level, filling in the gaps, hitting the standards, and enriching. 3) With an ELL population of 73%, we realize that our students need scaffolds in all content area utilizing ELL friendly strategies to close the achievement gap. 4) 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. 5) The master schedule allows for grade level tiered support with an SBT/RtI Resource Teacher, We will have all hands on deck, everyone is a reading teacher 6) 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 and ensuring a high rate of daily attendance to maximize learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. PLCs <ol style="list-style-type: none"> a) Develop a schoolwide schedule to ensure all grades meet regularly. b) Agendas are developed using data, district/regional scope and sequence c) Monitoring with occur through administration attendance at the PLCs, fidelity walks of classrooms after PLC, and student data. (Maione) 2. Adaptive technology <ol style="list-style-type: none"> a) Teachers develop classroom rotational schedule and student groups to ensure all students have access to the technology

- b) Reading and Math Labs are part of the Fine Arts rotation K-5
- c) Usage and proficiency reports are monitored by teachers, coaches, and administration
- 3. ESOL Support in all content areas
 - a) Establish a support schedule to ensure equity and access
 - b) Using WIDA Go to Strategies, ESOL teachers scaffold grade level content
 - c) Monitored through classroom fidelity walks and student progress
- 4. Instructional coaching
 - a) Use the coaching continuum and student centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data.
 - b) Build instructional capacity of the teachers by offering tiered or differentiated support of teachers.
 - c) Monitoring of the instructional coaching takes place through coaching logs, iObservation informal and formal classroom visits (Frye and Walsh)
- 5. Tiered Support, SBT, RtI
 - a) Following the district's Reading Intervention Handbook, new students in need of additional support are identified and previous year's students continue to receive interventions, including our SWD.
 - b) Research-based interventions are selected based on data and student need, SMART goals are set, and interventionists are assigned by teacher and/or SBT Coordinator.
 - c) Monitored by administration attendance at SBT meetings, fidelity walks during tiered support time, progress monitoring logs (Frye, Walsh, Eldridge, Parker)
- 6. Parent Liaison
 - a) Operates the parent resource center for access to learning games and resources for use in the home.
 - b) Hold workshops with support from teachers and instructional coaches to build capacity of parents by helping them to monitor student data, academic achievement, and growth.
 - c) Monitored by sign in sheets, surveys, and student achievement data.

**Person
Responsible**

Elena Villani (elena.villani@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).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- Students are immersed in rigorous task encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment of S.B. policy 2.09 with a focus on the instruction of the

- *History of Holocaust;
- *History of African Americans;
- *Study of contributions of Hispanics to the US
- * Study of the contributions of Women to the US, and
- *Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being respectful, responsible, and safe. Principal Villani conducts biannual grade level assemblies to review schoolwide academic and behavior expectations. Additionally, Class DoJo is used in the cafeteria by the

administrators to promote positive behavior. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

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.

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.

- 1) All students receive SEL instruction through either Morning Meeting (K-2) or Second Step (K-5).
- 2) Guidance is on the Fine Arts Wheel
- 3) We have two guidance counselors to provide counseling and hold groups as needs arise (grief, anger management, self-esteem, etc.)
- 4) We have a licensed Mental Health Therapist on campus (Ana Miranda) who provides counseling.
- 5) We have a Behavioral Health Professional (Larry Phillips) who provides support with students needing extra social-emotional or behavior attention.
- 6) Bridges at Highland offers a wide range of services for students and their families including counseling and mentoring.
- 7) Boystown runs a behavior play therapy program for 1st grade students, Primary Project on our campus
- 8) We have a full time school psychologist.

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.

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

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

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our ELA, Math, and Science proficiency, increasing reading on grade level and ensuring high school readiness.				\$4,380.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0671 - Highland Elementary School	School Improvement Funds	1174.0	\$4,380.00
			<i>Notes: Foundations resources</i>			
Total:						\$4,380.00