Highridge Family Center

leadership
analysis
Florida
college and career
mission
students
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2020-21 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: 1/15/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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Highridge Family Center

4400 N AUSTRALIAN AVE, West Palm Beach, FL 33407

https://hr.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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

School Board Approval

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Highridge (3024) falls under Palm Beach County Schools Department of Support Services. The Support Services Department is committed to providing effective and relevant instruction to meet the needs of all students. Our mission is to provide students with a world-class education with excellence and equity to empower each student to reach his or her highest potential. We strive to foster effective staff, to promote the development of student knowledge, skills, and the ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Highridge envisions 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Pollard, Jeff	Other	The school leader provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS/Rti, executes and monitors daily school operations, and prioritizes the students' academics 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.
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.
Young, Shaquira	Other	Monitor compliance of all ESE students' Individual Education Plans. Provide support to ESE Contacts.

Demographic Information

Principal start date
Wednesday 1/15/2020, Demetrius Permenter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
5

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Combination School 03-12
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Year	
Support Tier	
ESSA Status	
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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	0	0	4	0	6	7	1	0	18
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	0	1	0	0	3
One or more suspensions	0	0	0	0	0	0	0	4	0	3	1	1	0	9
Course failure in ELA	0	0	0	0	0	0	0	3	0	2	4	1	0	10
Course failure in Math	0	0	0	0	0	0	0	3	0	4	4	2	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	2	0	3	1	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	3	0	5	2	0	0	10
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	4	0	5	4	1	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected or last updated

Tuesday 8/18/2020

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	
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	

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	
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	

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%

<table>
<tr><th colspan="13">EWS Indicators as Input Earlier in the Survey</th></tr>
<tr><th rowspan="2">Indicator</th><th colspan="10">Grade Level (prior year reported)</th><th rowspan="2">Total</th></tr>
<tr><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td></td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>(0)</td><td>0 (0)</td></tr>
</table>

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

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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	

ESSA Federal Index	
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.

Based on the SY 19 data, 37% of the students showed gains in ELA and 41% showed gains in Math. Both of these achievement levels fell below the school's goals and expectation of 50%, or higher gains. One of the major contributing factors is the length of enrollment in Highridge. Students are enrolled at Highridge throughout the school year based on their therapeutic and counselling needs. Once enrolled, the average length of stay is 12 weeks. In most cases, these students take their diagnostic and standardized assessments at their home school where attendance and behavioral issues impact their academic performance.

Unique to the 2020 school years has been the disruption of direct instruction as a result of the COVID-19 crisis and the implementation of remote learning.

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

Using the FSA Assessments as a yardstick, the greatest decline was in Math, where gains fell from 55% to 41%, a 14 point drop. ELA showed a drop as well, falling from 41% to 37%, a 4 point drop. Both of these decreases can be attributed to the students' Social/Emotional well being as indicated by their acceptance into the Highridge therapeutic program. The intensive counselling and behavior modification therapies provided at the Highridge Family Center are aimed at improving the students' social-personal, decision-making and organizational skills.

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's ELA gains were 59% and Highridge's ELA gains were 37%, reflecting a 22 point gap between the school and the state. The contributing factors for this gap are the same as previously mentioned; the social-emotional needs of the students have adversely impacted their academic performance, which coincidentally does improve during their enrollment at Highridge. The challenge for the school and the therapeutic side of the house is to generalize the students' behavior so their success continues following their completion of the Highridge program.

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

Neither Math nor ELA showed improvement when compared to the state's data. Instructional practices have been realigned to ensure that the Scope and Sequence of our instruction is aligned with the district's plans and timelines.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reviewing the EWS data we have determined that the 2 potential areas of concerns are:

1. The students' achievement levels on the state assessments is a major area of concern. Based on our EWS data, 33% of our students scored Level 1 on the ELA assessment and 55% of the students scored Level 1 on Math. We must successfully address these skill deficits and assist our students in achieving proficiency.

2. Course failures in ELA and Math is another major concern. Based on our EWS data in these areas, 55% of our students have failed courses in ELA and 72% of the students have failed courses in Math.

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

Standards Based Instruction will continue to be a primary focus during instructional planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. All teachers, including elective teachers will collaborate to ensure academic success. Schedules have been developed to provide instructional support for our ESE, 504 and ELL students. Based on a reflection of our EWS data, the following school wide improvement priorities have been identified:

1. Increase student gains in Literacy
2. Increase student gains in Math
3. A focus on Social Emotional Learning in collaboration with the Highridge Family Center.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	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 in alignment with the District's Strategic Plan. This area of focus was selected to provide instructional emphasis on the students' greatest needs. Specifically, the majority of our students have not passed the FSA ELA nor the FSA EOC Algebra assessments. Additionally, in partnership with the Highridge Family Center, a focus on the students' social/personal skills is accomplished via individualized counseling and therapy.
Measurable Outcome:	Our measurable outcome will be to increase reading proficiency by 12 points and to increase math proficiency by 34 points. FSA assessment data from FY 19 data has been used as the baseline due to the state's moratorium on testing during the Spring 2020.
Person responsible for monitoring outcome:	Jeff Pollard (jeff.pollard@palmbeachschools.org)
Evidence-based Strategy:	For both Reading and Math, the Highridge teachers will use the following evidence-based strategies: 1. Professional Learning Communities (PLCs) will develop common lesson plans and focus calendars. 2. Teachers will deliver standard-based instruction using the district's scope, sequence and pacing. 3. The teachers will use formative assessments (FSQs / USAs to monitor the students progress. 4. Teachers will use the formative assessment results to evaluate the effectiveness of their instruction and to remediation the students' deficiencies.
Rationale for Evidence-based Strategy:	The baseline data shows that 38% of the students demonstrated growth or proficiency on their ELA assessments and 61% either showed no score or fell below the proficiency threshold. Math scores reflected 16% growth or proficiency. The over-arching goal for both reading and math is 50% growth / proficiency. These lofty goals align with Palm Beach County School's Long-Term Outcome 3 (Increasing the High School Graduation Rate. To achieve these goals, the teachers will focus on reading and writing across the curriculum, providing standards-based instruction and using the district's scope and sequence. Formative assessments will be used to monitor the students' progress and develop remedial lessons to improves the students mastery.

Action Steps to Implement

1. Assign relevant courses to students' schedule - School Counselor, Data Processor
2. Provide standards-based instruction using the district's Scope and Sequence - Classroom Teacher
3. Monitor student progress and provide feedback and remediation of the standards - Classroom Teacher
4. Administer diagnostic and formative assessments to evaluate efficacy of instruction - Classroom Teacher
5. Update student record upon return to their home school - Data Processor

Person Responsible	Jeff Pollard (jeff.pollard@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Pillars of Effective Instruction: Students are immersed in rigorous tasks that encompass the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Highridge continues to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 and focuses on reading and writing across all content areas. Our school highlights multicultural diversity and our students participate in activities and studies including, but not limited to:

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 integrates Single School Culture by partnering with the Highridge Family Center to provide incentives for positive behaviors and academic achievement. These incentives help ensure the students' motivation to reach their highest possible potential both socially and academically. Highridge highlights multicultural diversity within the arts. Our students participate in activities and studies including: utilizing several methods to build relationships between cultures. African American studies, Holocaust studies and Latin America studies are offered as needed. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is offered to teachers to help them build strong relationships with all students. Teachers are asked to incorporate their students' cultural backgrounds into lessons with the intent of creating sensitive classes that foster respect for all cultures.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Highridge, we provide a continuation of the educational services for our students based on Florida's graduation standards. When the students enter our school we support them by evaluating their academic levels with entrance level assessments in reading and math. When our students return to a comprehensive school, we have a transition coordinator that liaisons with the receiving schools to facilitate the student's continued success.

All of our teachers participate in collaborative learning communities that meet on a regular basis.

Collaboration occurs across grade levels and content areas. The School Based Team uses a formal process that promotes productive discussion about student learning and identifies interventions and strategies aimed at improving individual learning.l.

The students enrolled at Highridge participate in college/career exploration workshops. These sessions address college and career readiness and give the students an awareness of their post-secondary options. Periodically the students meet with the School Counselor who provides individual progress monitoring and general information about college and career readiness. Our students also take the PSAT and SAT assessments during the fall and spring semesters.

We have established a partnership with the Mandel Public Library. Books are brought in for the students to borrow and to support their learning. Authors are invited in to read to the students and they participate in a Q&A session with the authors. We also invite Community Leaders to speak and address our students. They support and build student self-esteem.

Highridge implements a Single School Culture and share the Universal Guidelines for Success by communicating these expectations to parents and students. The students' support systems include: administrators, teachers, ESE contacts, School Counselors a Graduation Coach and professional therapist located at the Highridge Family Center.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$34.34
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	3024 - Highridge Family Center	School Improvement Funds		$34.34
					Total:	$34.34