Highland Elementary School

2020-21 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
2019-20 Title I School	Yes
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)	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%)
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 was approved by the Palm Beach County School Board on 10/21/2020.

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.](http://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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500 HIGHLAND AVE, Lake Worth, FL 33460

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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)
Elementary School PK-5	Yes	97%

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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

- HES will provide a model for world-class citizenship by following our social contract at school and at home.
- HES will provide our students research-based, differentiated instruction.
- HES will use formal and informal assessments to drive instruction every day.
- HES will set our goals based on data and diagnostics
- All members of the HES community are responsible for the safety and well-being of all of our students
- HES is committed to providing real-world, educationally sound experience in order to develop well-rounded students
- HES will empower our students to take responsibility for their own learning

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Villani, Elena	Principal	Principal Villani guides Highland's leadership team in five key domains: * Data Driven Student Achievement, * Continuous Improvement of Instruction, * Curriculum, * Cooperation & Collaboration, and * School Climate. Her team, which is made up of two Assistant Principals, five Instructional Coaches, and one Administrative Support team member, meets bi-weekly to set measurable goals, define responsibilities, articulate action plans, and share results. Specifically Principal Villani leads her team as follows: 1) Data Driven Student Achievement: She reviewed previous-year data and set annual achievement goals for the school along with a progress monitoring calendar. 2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. 3) Curriculum: Through masterboard analysis as well as thorough analysis of individual teacher schedules, the Principal is able to ensure that teachers adhere to state and district curriculum standards, specifically that students have the opportunity to learn critical content. 4) Cooperation & Collaboration: The Highland master schedule is designed to allow for PLC to take place for 90 minutes every 6 instructional days. In addition, the master schedule supports common planning time for teacher teams. The leadership team works together to ensure that teachers can observe and discuss effective teaching. by means of coaches modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Through grade level meetings, grade chair meetings, committee meetings, faculty meetings, and a variety of input surveys, teachers provide valuable input used in decision making in the school. Highland Elementary School seeks input formally from students, parents, and community members regularly through SAC meetings, parent engagement surveys, and school effectiveness questionnaires and informally as the administration is always willing to sit with stakeholders and provide them an opportunity to share their thoughts. 5) School Climate: The leadership team, by focusing on instruction, student achievement, academic success, and a safe, clean learning environment, works daily at building a school climate in which our vision and mission can be achieved.
Walsh, Erin	Assistant Principal	!) 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.

Name	Title	Job Duties and Responsibilities
		2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. 3) Curriculum: Through 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. 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. 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.
Martinez, Edna	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 tranings as needed.
Frye, Frances	Assistant Principal	!) 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. 2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. 3) Curriculum: Through 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.

Name	Title	Job Duties and Responsibilities
		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. 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.
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 tranings 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 tranings 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 tranings as needed.
Maione, Kerry	Administrative Support	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. 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. Cooperation & Collaboration: attends PLC and works to foster a climate of

Name	Title	Job Duties and Responsibilities
		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. 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.
Lovely, Candice	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 tranings as needed.

Demographic Information

Principal start date

Sunday 7/1/2018, Frances Frye

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.*

5

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.*

46

Total number of teacher positions allocated to the school

100

Demographic Data

2020-21 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
2019-20 Title I School	Yes

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)	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%)
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](#).	

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	102	157	143	174	202	151	0	0	0	0	0	0	0	929
Attendance below 90 percent	0	25	19	12	14	14	0	0	0	0	0	0	0	84
One or more suspensions	0	4	1	3	7	14	0	0	0	0	0	0	0	29
Course failure in ELA	0	82	98	113	140	76	0	0	0	0	0	0	0	509
Course failure in Math	0	41	46	98	105	57	0	0	0	0	0	0	0	347
Level 1 on 2019 statewide ELA assessment	0	0	0	0	53	53	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide Math assessment	0	0	0	0	29	41	0	0	0	0	0	0	0	70
FY20 ELA Winter Diag Level 1 & 2	0	0	0	167	101	114	0	0	0	0	0	0	0	382
FY20 Math Winter Diag Level 1 & 2	0	0	0	102	78	87	0	0	0	0	0	0	0	267

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	45	50	88	118	70	0	0	0	0	0	0	0	371

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	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/25/2020

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	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

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	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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-3%				
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						

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
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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. In FY20, as of the winter diagnostic, our ELA proficiency rate was up from the previous year's proficiency (27 % to 29%) which suggested that we were on track for an overall increase in proficiency, and the number of level 1 students decreased by 4.2%. However, due to the lack of data for FY20 because of the state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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. In FY19, due to teacher shortage, our math coach became the classroom teacher, leaving the school without a math coach for support. We remedied this in FY20 by maintaining our teaching staff all year and being able to keep our dynamic Math Coach. However, our FY20 winter math diagnostic data (proficiency and gains) did not show much progress toward the intended outcome. For example, FY19 FSA proficiency was 47% but the FY20 diagnostic predicted proficiency was 43%. With a lack of FY20 FSA data, we will continue with our FY20 goals for FY21.

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.
While we did acquire a Science coach in FY20, our science proficiency on the FY20 winter diagnostic did not show progress toward our goal of 30% so we will continue with our FY20 goals for FY21.

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. This same focus continued in FY20. Unfortunately the winter diagnostic does not allow us to measure the writing performance of the students to the same level as the FSA does, but through close analysis of the Palm Beach Performance Assessments and On Demand Writing samples, student writing continues to be a strength and we are confident it would have been reflected in FY20 ELA FSA data.

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

1) Course failure (ELA and Math): The course failures in ELA 1st through 5th grades totaled 509 and in Math totaled 347. When total enrollment for those grades (1st-5th) is 827, these totals represent a large percentage of the student population with course failures (62% of the students received a course failure in ELA and 42% in Math). This suggests that Highland would benefit from focusing on the core instruction across all grade levels and as such, standards based instruction with instructional

planning sessions, professional learning communities, and data chats should be a primary focus for school improvement.

2) Level 1 on statewide assessment: The number of level 1 on statewide assessments in ELA was 106 and in Math was 70 for 4th and 5th grades. Much like the case with course failures, this again suggests that a focus on core instruction through standards based instructional planning, professional learning communities and data chats should be a primary focus for school improvement.

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. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. Increasing students learning gains in Literacy

2. Increasing students learning gains in Math

3. Ensuring learning gains & progress for ESSA categorized sub groups (ELLs, Hispanics & SWDs): we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

4. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	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. Description of area 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. Rationale: 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%. When comparing to the state, our school scored -28 points in science.
Measurable Outcome:	Our school's measurable outcomes are: ELA achievement 38% (+4%), ELA learning gains 60% (+5%), ELA Low 25 55% (+4%) Math achievement 60 (+3%), maintain Math learning gains at 70% and Low 25 at 65^ Science achievement 30% (+5%)
Person responsible for monitoring outcome:	Elena Villani (elena.villani@palmbeachschools.org)
Evidence-based Strategy:	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:	1) 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 gaps, hitting standards, and enriching. 3) With an ELL population of 73%, we realize that students need scaffolds in all content utilizing ELL strategies 4) Instructional coaches will use 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 involved; everyone is a reading teacher 6) Our Parent Liaison will work with families to build capacity to support their children with literacy and in preparing them for high stakes testing and ensuring a high rate of daily attendance to maximize learning.

Action Steps to Implement

1) PLCs
a) Schoolwide schedule to ensure all grades meet regularly.
b) Monitoring through administration attendance at the PLCs, fidelity walks of classrooms after PLC, and student data. (Maione)
2. Adaptive technology
a) All students have individual devices
b) Reading and Math Labs on Fine Arts Wheel K-5
c) Usage and proficiency reports monitored by teachers, coaches, and administration
3. ESOL Support in all content areas

a) Support schedule ensures equity and access

b) Using WIDA Strategies, ESOL teachers scaffold grade level content

c) Monitored through classroom fidelity walks and student progress

4. Instructional coaching

a) Use student centered coaching with data based planning, pre-conferences, observations, co-teaching, post-conference with data.

b) Build instructional capacity of the teachers by offering tiered/differentiated support of teachers.

c) Monitoring of instructional coaching through logs, iObservation informal and formal classroom visits (Frye and Walsh)

5. Tiered Support, SBT, RtI

a) Following the district's Reading Intervention Handbook, students receive interventions, including SWD.

b) Research-based interventions are selected based on data and student need, SMART goals are set, and interventionists are assigned.

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 resource center for access to resources for use in the home.

b) Hold workshops with support from teachers and coaches to build capacity of parents to support student achievement.

c) Monitored by sign in sheets, surveys, and achievement data.

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

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	As our teachers and students navigate the new instructional world of distance learning and with a commitment to effective and relevant instruction for all students, Highland Elementary has made student engagement a priority. In alignment with our district's strategic plan we strive to provide digital learning opportunities utilizing current technology in an effort to ensure the academic success of every student.
Measurable Outcome:	100% of our students will be engaged in effective and relevant instruction via digital learning opportunities utilizing current technology as measured by connectivity, usage, and achievement reports.
Person responsible for monitoring outcome:	Elena Villani (elena.villani@palmbeachschools.org)
Evidence-based Strategy:	1. Data Chats with Teachers, Students, and Parents. 2. Guidance, Behavioral Health Professional, and Colocated Mental Health Provider supports using SEL, AVID, Suite 360 3. Incentive Programs
Rationale for Evidence-based Strategy:	1. Data Chats with Teachers, Students, and Parents: By understanding where students are and setting clear achievement goals (both for proficiency and gains) as well as goals for attendance and behavior, we are able to ensure that each child is able to reach his or her maximum potential each day. 2. Guidance, Behavioral Health Professional, and Colocated Mental Health Provider supports using SEL, AVID, Suite 360: By attending to the social emotional needs of our students, we are ensuring that they are ready for learning: Maslow before Bloom! 3. Incentive Programs: Extrinsic motivational programs, token economies, and recognition are used to encourage students to be their best self each day. We have found that often the extrinsic motivators lead to intrinsic motivation.

Action Steps to Implement

1) Data Chats
a) Principal meest with teachers biannually to review student achievement, attendance, and behavior data to set clear goals.
b) Following the admin data chats, teachers then hold student data chats for student friendly goal setting.
c) Monthly faculty meetings include data review and goal setting (Wildly Important Goals: WIG)
d) Parent Liaison includes data chats in her trainings with support from coaches and teachers.
e) PLCs include data analysis and monitoring of progress toward goals.
f) Monitored by fidelity walks and student progress.

2) Guidance, BHP, CMHP:
a) The schoolwide schedule allows for equity and access.
b) Offer whole group (guidance lessons on the Fine Arts rotation), small group, and one-on-one support to allow the maximum number of students to benefit from the services.
c) Monitored by student progress and fidelity walks

3) Incentive Programs
Schoolwide incentive programs (You've Been Caught, Cafeteria DoJo, Perfect Attendance, etc.)

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

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

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.
The content and curriculum are delivered in a variety of ways: through content rich literacy lessons across the grade levels, through Social Studies, on the Fine Arts wheel through a specially designed course "Revealing the Past" as well as through the Media Center where the School Librarian features grade appropriate lessons to build an appreciation of multicultural diversity. Finally, the Highland Morning News is a venue for broadcasting schoolwide messages, videos, and lessons to highlight the History of the Holocaust, History of African Americans, Hispanic Heritage and Contributions to the US, and much more. Finally, Highland offers an annual Multicultural Night where students present dance, poetry, song, and musical performances that showcase their unique cultural heritage.

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: 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.

Highland Elementary has Heart is our school motto and it reflects the positive school culture that exists. The Highland community takes deep pride in its Dual Language (Spanish/English) Program, its rich Team USA Grant Funded Music Program (World Drumming, Beginning and Advanced Band, Handbell, Orff Ensemble, Recorder Program, Chorus), and the many strong partnerships with community partners such as Bridges, the Guatemalan Mayan Center, and Adopt A Family, to name just a few. Highland has been the recipient of many generous grants to support literacy and academic success from organizations such as the Pew Foundation to prevent Summer Slide and support students during distance learning, the Ventus Charitable Foundation to support oral language development for our English Language Learners, and Office Depot that most recently equipped every student with a backpack overflowing with school supplies.

Highland works diligently to further promote our school's vision, mission, values, and goals through parent and community engagement events and an active social media presence. Our Parent Liaison has a Facebook page where she conducts, at a minimum, weekly Facebook live sessions to promote positive messages about the academic success and positive school culture. We have an annual multicultural night where students showcase their heritage through music, dance, and poetry. The event has grown so large that it has to be held at our neighboring high school auditorium.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive "I got caught" tickets and there is a monthly drawing per grade level for a "Game Ball" for students of character. Additionally Class DoJo is used in the cafeteria to promote positive behavior, respect, recycling, kindness, good manners, and an overall positive sense of community.

In 4th and 5th Grades, students are introduced to AVID to ensure College & Career Readiness. Students are taught organizational skills, academic habits, study skills, communication, and self advocacy.

At Highland it is our mission to develop world class citizens and the aforementioned programs and partnerships are just a few examples of how we work toward that.

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: Standards-aligned Instruction				$1,128.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0671 - Highland Elementary School	School Improvement Funds	1025.68	$1,128.00
			Notes: Pending SAC Approval			
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$0.00
					Total:	$1,128.00