Highlands Elementary School

2020-21 Schoolwide Improvement Plan

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Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

http://www.duvalschools.org/highlands

Demographics

Principal: Natalya Richie

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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* Black/African American Students* Hispanic Students* Multiracial Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (32%) 2016-17: C (41%) 2015-16: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Duval 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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1000 DEPAUL DR, Jacksonville, FL 32218

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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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	**2019-20**	**2018-19**	**2017-18**	**2016-17**
Grade	C	C	D	C

School Board Approval

This plan is pending approval by the Duval County School Board.

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.

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

School Leadership Team

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

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

Demographic Information

Principal start date

Monday 7/1/2019, Natalya Richie

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

34

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* Black/African American Students* Hispanic Students* Multiracial Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (32%) 2016-17: C (41%) 2015-16: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	78	62	62	75	72	68	0	0	0	0	0	0	0	417
Attendance below 90 percent	30	15	32	31	19	34	0	0	0	0	0	0	0	161
One or more suspensions	1	1	4	5	4	14	0	0	0	0	0	0	0	29
Course failure in ELA	2	2	0	0	14	0	0	0	0	0	0	0	0	18
Course failure in Math	1	1	0	13	6	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	27	30	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide Math assessment	0	0	0	0	24	24	0	0	0	0	0	0	0	48

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	39	53	50	49	22	31	0	0	0	0	0	0	0	244

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	1	1	0	10	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	3	2	3	1	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Sunday 8/9/2020

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	4	7	30	14	0	0	0	0	0	0	0	62

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	1	17	6	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	4	7	30	14	0	0	0	0	0	0	0	62

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	1	17	6	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	24%	50%	57%	26%	49%	55%
ELA Learning Gains	44%	56%	58%	44%	56%	57%
ELA Lowest 25th Percentile	59%	50%	53%	57%	54%	52%
Math Achievement	45%	62%	63%	38%	62%	61%
Math Learning Gains	62%	63%	62%	54%	63%	61%
Math Lowest 25th Percentile	62%	52%	51%	46%	54%	51%
Science Achievement	28%	48%	53%	22%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	1	2	3	4	5	
	(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%	51%	-31%	58%	-38%
	2018	31%	50%	-19%	57%	-26%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	20%	52%	-32%	58%	-38%
	2018	18%	49%	-31%	56%	-38%
Same Grade Comparison		2%				
Cohort Comparison		-11%				
05	2019	24%	50%	-26%	56%	-32%
	2018	24%	51%	-27%	55%	-31%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	61%	-14%	62%	-15%

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	52		49	71	91					
ELL											
BLK	21	44	60	40	62	63	29				
HSP	13			47							
WHT	33	64		67	71						
FRL	21	43	65	45	65	63	29				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	27	20	24	32	33	23				
BLK	27	33	29	33	37	26	22				
HSP	27			53							
WHT	39	80		44	60						
FRL	27	37	26	34	39	24	30				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	47		19	50						
BLK	28	43	50	35	54	44	18				
HSP	23			54							
WHT	14	41		48	53						
FRL	25	39	52	36	50	42	19				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	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	46
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	43
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	59
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	47
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.

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

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

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

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

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Highlands Elementary ELA teachers inconsistently deliver instruction that is aligned to grade level standards due to conversations about the standard being surface level during Common Planning. Teachers understand how to create student task that align to the grade level standard but struggle with scaffolding for students that are not proficient readers. As a result, less than 25% of Highlands Elementary students scored a level 3 or higher on the 2019 Florida Standards Assessment. Additionally, less than 45% of students made learning gains in Reading.
Measurable Outcome:	During 90% of administrative standards focus walks 100% of Highlands Elementary ELA teachers will demonstrate that they are meeting or exceeding expectations in the areas of Planning and Delivering Standards Based Instruction on the Standards Based Observation Tool. Progress monitoring through Standards Mastery Assessments will be used to reflect monthly if changes in planing and instructional delivery is impacting student proficiency in ELA. Ultimately, this change in planning practices will result in Highlands Elementary students' Reading proficiency to 35% (+10) and learning gains to 60% (+16) in 2021 on the Florida Standards Assessment.
Person responsible for monitoring outcome:	Tavianna Sanders (billingslt@duvalschools.org)
Evidence-based Strategy:	Intensive Coaching Cycles: Leadership Team members will conduct Focus Walks using the Standards Based Walk Through form then calibrate. Following the calibration, teachers will be tiered to determine needs for resources and support. Additional planning support will be provided for Tier 3 and Tier 2 teachers. Coaching cycles will be implemented by the Reading and Math Coach to provide support with lesson planning and implementation beyond Common Planning.
Rationale for Evidence-based Strategy:	The cycle enhances the opportunity for teachers to co-plan, coteach, and then debrief with the administration and the Reading Coach so to improve knowledge of grade level standards and best instructional practices . Tier 2 and Tier 3 teachers would benefit from more intense support.

Action Steps to Implement

All teachers will unpack standards using the "KUD's protocol" and identify the skills and strategies for the standard prior to common planning. The Reading Coach will plan for the progression of standards one month before Common Planning. During common planning, teachers will collaborate to identify more differentiated resources to scaffold and ensure the student work and instruction align to the standard.

Person Responsible	Sue Coots (cootss@duvalschools.org)

The school Reading and Math Coach will provide professional development for Kindergarten through 5th grade teachers and Paraprofessionals. The Reading Coach will provide professional development in grades 3-5 on the following: Progression of the FSA Standards, How to Teach FSA ELA
Standards: The How is the Most Important, How to Teach FSA Writing, Understanding and Grading FSA Writing with the State Rubric, and Differentiating Instruction in Whole and Small Group Settings. In addition, the coach will provide in-house professional development to K-2nd grade
teachers on the following: Unpacking the Standards, Phonemic Awareness/
Phonics Instructional Routines, Primary Writing Techniques, and Utilizing Primary Centers.

Person Responsible	Sue Coots (cootss@duvalschools.org)

Leadership Team members will engage in a book study of The Impact Cycle to improve instructional leadership skills and to identify researched based strategies to improve teachers' planning and instructional delivery practices.

Person Responsible   Tavianna Sanders (billingslt@duvalschools.org)

Teachers will engage in instructional rounding with an emphasis on Standards Based instruction to provide peer feedback led by the Reading Coach.

Person Responsible   Sue Coots (cootss@duvalschools.org)

A school tutor will facilitate small reading groups as an intervention for level 1 and level 2 readers.

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.

Professional Development-Teachers will engage in the Daring Classrooms professional development opportunity myths hosted by ViDL. Building on the shared belief surrounding leadership development, equity, safety and support Daring Classrooms professional development will inspire teachers to embrace the skills and attitudes that are common to develop a culture of collaborative and strategic instructional strategies and leadership skills at Highlands Elementary.

Saturday School and Tutoring- All students in grades 3-5 will be invited to participate in Saturday School. Title I Funds will be used to purchase supplies for Saturday School and tutoring. Additional tutoring will be provided during the school day to support students that are a level 1 in Reading or Math.

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.

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

workshops. Meetings and workshops are announced via school website, newsletter, marquee, and School Messenger automated phone system. SAC has an important role of helping to develop the School Improvement Plan (SIP) and the Parent and Family Engagement Plan (PFEP). Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. A copy will be available for viewing in the Main Office. Individual hard copies will be available upon request.

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

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				$198,558.76
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0991 - Highlands Elementary School	Title, I Part A	425.0	$25,016.51
			Notes: Para Assigned to K-2 Reading Mastery Groups for Assistance			
	5100	150-Aides	0991 - Highlands Elementary School	Title, I Part A	425.0	$11,622.18
			Notes: Part-time Para Assigned to 3-5 Math			
	6400	130-Other Certified Instructional Personnel	0991 - Highlands Elementary School	Title, I Part A	425.0	$139,244.24
			Notes: Reading and Math Coaches to build teachers' content knowledge and instructional best practices			
	5900	160-Other Support Personnel	0991 - Highlands Elementary School	Title, I Part A	425.0	$22,675.83
			Notes: Tutors for students in grades 3-5 to increase student achievement in Reading, Math and Science			
					Total:	$202,988.76