

Collier County Public Schools

Highlands Elementary School



2021-22 Schoolwide Improvement Plan

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Highlands Elementary School

1101 LAKE TRAFFORD RD, Immokalee, FL 34142

<https://www.collierschools.com/hle>

Demographics

Principal: Margaux Horne

Start Date for this Principal: 6/27/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (65%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To empower and challenge students to reach their maximum potential and become leaders.

Provide the school's vision statement.

Highlands Elementary School fosters an environment for leadership through engaging and challenging experiences which empower students to reach their maximum potential.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Horne, Margaux	Principal	<ol style="list-style-type: none"> 1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Directs all school administrative operations. 3. Provides instructional leadership for all school programs.
Christensen, Christine	Math Coach	<ol style="list-style-type: none"> 1. Demonstrates teaching and planning in the area of mathematics through the coaching model. 2. Provides teacher training in mathematics content and instructional strategies; problem solving strategies; differentiating mathematics instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content area of mathematics. 3. Assists Coordinator of Elementary Mathematics
Fragola, Megan	Instructional Coach	Work with teachers and students on the implementation and evaluation of effective MTSS systems. Create systems for teachers to establish best practices for small group instruction.
Hart, Scott	Teacher, ESE	ESE Program specialist- Responsible for the legal aspects of the IEP process. Ensure proper compliance for IEP paperwork and program evaluation.
Hernandez, Cristina	ELL Compliance Specialist	<ol style="list-style-type: none"> 1. Works with school administration, team leaders, grade level colleagues, and other staff to improve academic achievement and development of ELL students. 2. Establishes a collaborative learning environment within the school and community. 3. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the District's Code of Ethics policy.
Meehan, Marina	Assistant Principal	<ol style="list-style-type: none"> 1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Assists the Principal in directing all school administrative operations. 3. Assists the Principal with providing instructional leadership for all school personnel and programs
Rosenberger, Tiffany	Assistant Principal	<ol style="list-style-type: none"> 1. Implement the District's philosophy of education and instructional program in accordance with District

Name	Position Title	Job Duties and Responsibilities
		<p>policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law.</p> <p>2. Assists the Principal in directing all school administrative operations.</p> <p>3. Assists the Principal with providing instructional leadership for all school personnel and programs</p>
Zimmer, Jenna	Reading Coach	<p>1. Demonstrates teaching and modeling in the area of reading through the coaching model.</p> <p>2. Provides teacher training and support with Reading content and instructional strategies; differentiating Reading instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content area of reading.</p>

Demographic Information

Principal start date

Thursday 6/27/2019, Margaux Horne

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.*

6

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.*

13

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

510

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	93	95	75	87	73	80	0	0	0	0	0	0	0	503
Attendance below 90 percent	13	21	17	14	8	13	0	0	0	0	0	0	0	86
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	27	22	55	1	0	0	0	0	0	0	0	0	106
Course failure in Math	1	21	19	36	2	0	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	12	12	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	15	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	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	9	10	10	7	2	0	0	0	0	0	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	2	21	6	6	4	0	0	0	0	0	0	0	0	39
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 8/31/2021

2020-21 - 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	35	102	102	77	96	117	0	0	0	0	0	0	0	529
Attendance below 90 percent	4	10	3	6	3	27	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	26	0	0	0	0	0	0	0	0	30
Course failure in Math	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20

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	1	0	10	0	0	0	0	0	0	0	11

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	6	7	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

2020-21 - 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	35	102	102	77	96	117	0	0	0	0	0	0	0	529
Attendance below 90 percent	4	10	3	6	3	27	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	26	0	0	0	0	0	0	0	0	30
Course failure in Math	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20

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	1	0	10	0	0	0	0	0	0	0	11

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	6	7	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	60%	57%	55%	61%	56%
ELA Learning Gains				59%	59%	58%	63%	62%	55%
ELA Lowest 25th Percentile				49%	51%	53%	58%	54%	48%
Math Achievement				72%	68%	63%	71%	69%	62%
Math Learning Gains				77%	64%	62%	78%	65%	59%
Math Lowest 25th Percentile				63%	55%	51%	74%	55%	47%
Science Achievement				56%	59%	53%	54%	60%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	67%	61%	6%	58%	9%
Cohort Comparison						
04	2021					
	2019	53%	58%	-5%	58%	-5%
Cohort Comparison		-67%				
05	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	68%	-6%	62%	0%
Cohort Comparison						
04	2021					
	2019	57%	65%	-8%	64%	-7%
Cohort Comparison		-62%				
05	2021					
	2019	84%	67%	17%	60%	24%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The ELA progress monitoring tool for Grades 1 and 2 was the iReady diagnostic. For Grades 3-5 the Fall and Winter progress monitoring tool was District Benchmark tests for both ELA and Math. In the Spring for Grades 3-5 the progress monitoring tool was the FSA for both ELA and Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	15	49
	Economically Disadvantaged	7	15	48
	Students With Disabilities		8	33
	English Language Learners	2	13	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	43	66
	Economically Disadvantaged	16	39	64
	Students With Disabilities			25
	English Language Learners	12	30	58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	63	61
	Economically Disadvantaged	55	61	100
	Students With Disabilities	29	11	22
	English Language Learners	47	56	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	65	49
	Economically Disadvantaged	51	64	100
	Students With Disabilities	25	22	11
	English Language Learners	24	50	38
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	47	62
	Economically Disadvantaged	41	43	67
	Students With Disabilities	17	25	31
	English Language Learners	17	17	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	57	62
	Economically Disadvantaged	50	55	100
	Students With Disabilities	50	50	54
	English Language Learners	26	26	32

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	59	70
	Economically Disadvantaged	51	58	80
	Students With Disabilities	30	20	36
	English Language Learners	20	14	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60	65	65
	Economically Disadvantaged	59	67	80
	Students With Disabilities	30	20	27
	English Language Learners	35	50	24
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50	51	63
	Economically Disadvantaged	49	49	60
	Students With Disabilities	10	10	27
	English Language Learners	11	18	33

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	64		34	43		31				
ELL	63	64	65	58	68	75	59				
BLK	69			54							
HSP	66	67	63	62	71	54	67				
FRL	64	69	63	60	70	57	66				
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	25	40	41	40	56	54	18				
ELL	52	60	51	66	76	65	56				
BLK	41	50		47	58						
HSP	59	60	48	73	78	64	55				
FRL	57	58	48	71	77	62	55				

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	22	59	65	49	63	68					
ELL	43	62	59	57	68	73					
BLK	50			71							
HSP	54	62	56	71	77	72	52				
WHT	90			90							
FRL	53	62	58	71	78	74	52				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	66
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	69
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our students with disabilities continue to underperform in all content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The lowest component in FY 21 was math gains of the lowest 25% at 56%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We had a loss of a strategic instructional position that contributed to this need for improvement. New actions we have taken to address this need for improvement include scheduling students with strong and effective teachers. This is addressed through strategic scheduling and departmentalized schedules. Additionally, the math coach is creating review homework designed to address the subskills that students scored the lowest on. This is specific to each class based on the make up of the class. We also continue to address academic vocabulary through student discourse and discussion. This also addresses our Deliberate Practice element this year. With scheduling flexibility this year, we were able to extend the math block to allow for targeted review. We have also ensured that each intermediate grade levels have one math Hawk Time each week.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In FY21, Reading gains for the lowest 25% was the area of most growth. The growth was 16% points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Professional development targeted Identifying Critical Content, which helped teachers focus on what was the most important part of the lesson. This helped ensure that the most important targeted information was presented. Teachers stayed on track and did not veer from the most important content. This was especially important for our ESE students who need to focus on just the most important part. Additionally, we strategically scheduled support staff (reading resource and ESE inclusion support into classrooms during reading instruction. 5th graders experienced a double block of reading and an isolated writing block. Teachers focused on complementary informational and literature standards within the week. When students were in small group instruction, the lowest 25% were seen twice during the day. Our ESE students make up much of our lowest 25%, so this helped address this school grade component and a targeted ESSA subgroup.

What strategies will need to be implemented in order to accelerate learning?

In math, the highest yield teacher in fourth grade is scheduled with each of the four 4th grade classes. His proficiency averages in the 80%. He is skilled at providing ongoing review while staying on track with content. He utilizes the HMH resources skillfully and carefully plans Hawk Time groups for the grade level. In 5th grade, students are scheduled with highly effective teachers who plan closely to ensure critical content is addressed. Two teachers on team outscore others. They are taking a front seat to create plans and teaching tools to support all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Math coach is working closely with third grade to plan and provide support to teachers. Additionally, coaching will support the shift from "they can't" to "they can't yet" and professional development will be provided on scaffolding instruction up to grade level during collaborative planning sessions to support teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hawk Time will include a day of math intervention. All grade levels have targeted homework as well as extended blocks of time to address review and critical content.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Based on SY20 data students with disabilities are performing below their district counterparts. Students in ELA are scoring at 11%, 25% and 20% proficiency by grade level. In Math, students are scoring at 40%, 52% and 45% proficiency by grade level. 5th grade students in science are scoring 51% proficient. While this is an increase, it is not in line with Highlands' non-disabled peers or other students with disabilities within the district. Students classified as migrant as well are scoring 49%, 49% and 28% in ELA. In math they are scoring 52%, 47% and 30% proficient. In science 48% of students classified as migrant are proficient.

Measurable Outcome:

Increase students with disabilities proficiency +3% in each academic area.
 Increase ELA in 3rd from 11% to 14%
 4th grade from 25% to 28%
 5th grade from 20% to 23%.
 Math proficiency will increase from 40% to 43% in 3rd, 52% to 55% in 4th and 45% to 48% in 5th.
 5th grade science will increase from 51% to 54%.
 These goals will be achieved by June 2, 2022

Monitoring:

ESE case managers, school interventionist, as well as teachers will monitor SWD data (bi-weekly) and implement strategies and interventions (daily) for SWD students as evidenced by collaborative planning (weekly), lesson planning (weekly), data chats (quarterly) and students data binders (weekly).

Person responsible for monitoring outcome:

District benchmarks (quarterly) will monitor student progress towards goals with quarterly data dialogue between teachers and ESE case managers.

Marina Meehan (meeham@collierschools.com)

Evidence-based Strategy:

Students will continue to receive standards based instruction with common formative assessments.
 Additional strategies, modifications and access to ESE certified teachers will track individual progress goals. Maximize instructional intervention time with ESE and specialist staff outside of core instruction.

Rationale for Evidence-based Strategy:

Coaches lead weekly standards-based collaborative planning to be sure that teachers are using our Marzano instructional model along with our district curriculum to increase learning and student achievement. They design common assessments and analyze their student data to monitor the effectiveness of their instruction. Classroom modeling serves as professional development when there is a concern in one of these areas.

Action Steps to Implement

Identify targeted IEP groups by grade level. Align students groups by IEP goals. This helps narrow the range of work each case worker when working with students.

Person Responsible

Scott Hart (harts3@collierschools.com)

Create schedules of support that includes inclusion and targeted skill work with ESE case workers

Person Responsible

Megan Fragola (fragom@collierschools.com)

Schedule staff and familiarize them with case loads.

Person Responsible Scott Hart (harts3@collierschools.com)

Create IEP tracking page within Core Data sheets to progress monitor students response to support within core on grade level classes as well as IEP progress.

Person Responsible Megan Fragola (fragom@collierschools.com)

Adjust IEP goal writing to indicate on grade level materials used to target skills.

Person Responsible Scott Hart (harts3@collierschools.com)

Meet with case workers weekly for curriculum updates and IEP progress reporting.

Person Responsible Margaux Horne (hornem@collierschools.com)

Target after school program invitations to students with IEP services

Person Responsible Tiffany Rosenberger (rosent1@collierschools.com)

Provide professional development to all staff regarding strategies to scaffold on grade level instruction up to students who perform below grade level.

Person Responsible Marina Meehan (meeham@collierschools.com)

Schedule bi-monthly PLC's with ESE inclusion staff to monitor student performance towards core and individualized goals.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus	Based on SY 20 data, 56% of students in the lowest 25% made gains in math. This is a drop from 63% in SY 19. 100% of students identified as Migrant scored level 1's and 2's.
Description and Rationale:	Peers in the lowest 25% are at 50% 1's and 2's.
Measurable Outcome:	<p>Our intended outcome is to increase math proficiency for the lowest 25% from 56% to 60% by June 2, 2021.</p> <p>Weekly planning sessions will take place with teachers, resource staff members and administration with the goal of producing these supportive structures.</p> <p>Weekly assessment data will begin the meeting to review the effectiveness of the instruction during the prior week.</p> <p>Teams will decide how to evaluate students and their instructional progress between district and state testing (as needed by instruction).</p>
Monitoring:	<p>Quarterly benchmarks, module assessments as well as monitoring online resources such as Waggle and</p> <p>ALEKS/HMH growth monitoring tool will also help determine overall student progress.</p> <p>Pre-Post data on extended day programs</p> <p>Monitor reading comprehension growth and plan strategies within the reading block to support grade level comprehension. (3 reads strategy)</p>
Person responsible for monitoring outcome:	<p>Margaux Horne (hornem@collierschools.com)</p> <p>Students will continue to receive standards based instruction with common formative assessments.</p> <p>Additionally teachers will receive support and professional learning around facilitating meaningful mathematical discourse, posing purposeful questions and supporting productive struggle in math.</p>
Evidence-based Strategy:	<p>Students will receive the on-grade level instruction, with a focus in these areas as well as focus on building procedural fluency from conceptual understanding.</p> <p>Students will receive targeted extended day instruction- Saturday's for Success</p> <p>Students will receive spiral review and acceleration during school day- Extended time</p> <p>Support student understanding and access to content through 3 reads strategy- supporting comprehension strategies within the math block</p>
Rationale for Evidence-	Coaches lead weekly standards-based collaborative planning to be sure that teachers are using our Marzano instructional model along with our district curriculum to increase learning and student achievement. They design common questioning and collaborative

**based
Strategy:**

structures to produce lessons that are supportive of student struggle, engage students in mathematical discourse surrounding that struggle and ensure content fluency by the facilitator to pose meaningful questions to lead students during instruction. Classroom modeling serves as professional development when there is a concern in one of these areas as well as whole staff professional learning around school professional learning goal. Teams will develop common assessments as well as use district designed assessments to monitor progress. Extended day programs continue the academic school opportunity. Students who struggle to access math understanding due to reading deficiencies need additional support in reading comprehension and building understanding.

Action Steps to Implement

Identify students who are in the lowest 25% and at-risk indicators.

Person Responsible Megan Fragola (fragom@collierschools.com)

Determine area of need and level of support required to address area of concern.

Person Responsible Margaux Horne (hornem@collierschools.com)

Monitor student progress in area of concern in bi-weekly progress monitoring meetings.

Person Responsible Margaux Horne (hornem@collierschools.com)

Schedule support staff with students to address area of concern before, during and after school.

Person Responsible Tiffany Rosenberger (rosent1@collierschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on SY 20 data, 49% of third grade students, 62% of fourth grade students and 65% of fifth grade students were proficient in Math. These are drops of 43% in third grade and 19% in fifth grade. While fourth grade saw a rise from SY19, it is performing with the majority of students in the bottom two quartiles. Students identified as migrant are performing at 36% proficiency in third grade, 61% in fourth grade and 57% in fifth grade, this is behind their peers.
Measurable Outcome:	Our intended outcome is to increase math proficiency 3% from 62% to 65% by June 2, 2021.
Monitoring:	Weekly planning sessions will take place with teachers, resource staff members and administration with the goal of producing these supportive structures. Weekly assessment data will begin the meeting to review the effectiveness of the instruction during the prior week. Teams will decide how to evaluate students and their instructional progress between district and state testing (as needed by instruction). Quarterly benchmarks, module assessments as well as monitoring online resources such as Waggle and ALEKS will also help determine overall student progress.
Person responsible for monitoring outcome:	Tiffany Rosenberger (rosent1@collierschools.com)
Evidence-based Strategy:	Students will continue to receive standards based instruction with common formative assessments. Additionally teachers will receive support and professional learning around facilitating meaningful mathematical discourse, posing purposeful questions and supporting productive struggle in math. Students will receive the on-grade level instruction, with a focus in these areas as well as focus on building procedural fluency from conceptual understanding.
Rationale for Evidence-based Strategy:	Coaches lead weekly standards-based collaborative planning to be sure that teachers are using our Marzano instructional model along with our district curriculum to increase learning and student achievement. They design common questioning and collaborative structures to produce lessons that are supportive of student struggle, engage students in mathematical discourse surrounding that struggle and ensure content fluency by the facilitator to pose meaningful questions to lead students during instruction. Classroom modeling serves as professional development when there is a concern in one of these areas as well as whole staff professional learning around school professional learning goal. Teams will develop common assessments as well as use district designed assessments to monitor progress.

Action Steps to Implement

Ensure staff are provided and have mathematics instructional supplies and digital resources.

Person Responsible Christine Christensen (coopec@collierschools.com)

Schedule and plan with teachers of mathematics weekly to discuss instructional practice, student progress and content understanding.

Person Responsible Christine Christensen (coopec@collierschools.com)

Plan targeted instruction for after school programs

Person Responsible Christine Christensen (coopecc@collierschools.com)

Invite and conduct afterschool tutorial programs

Person Responsible Tiffany Rosenberger (rosent1@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NA

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.

Based on the principals outlined by the 7 habits of highly successful people, Highlands is a Leader in Me Lighthouse school. The paradigms of leadership drive the processes, procedures and policy of the school. Staff lighthouse leaders lead the school and participate in shared decision making with administrative guidance. Each staff member is participant in a staff action team, which provides them voice in school function. Grade levels have team leaders which help guide decision making, share communication and support staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

There are many stakeholders at Highlands. Our students, teachers, families as well as community members. Students are members of the Student Lighthouse Committees and Student Action teams, they participate in community give backs and public service projects. Students also conduct student led conferences with the parents to present goal setting and progress to their adult advocates. Teachers lead student action teams, plan and present family events such as STREAM and Literacy Night, plan and host student led conferences, attend parent conferences, IEP meetings and communicate with stakeholders via digital and phone methods. Parents participate in Parent Lighthouse Meetings, attend curriculum events

such as STREAM and Literacy Nights, they attend grade level and classroom celebrations, attend IEP meetings, parent conferences and Student Led conferences. Each year we host and plan Meet the Teacher events, Curriculum Nights and fine arts celebrations. Community members are also members of our Parent Lighthouse meetings and school events. Each year we host a Leadership Day. This event is planned, prepared and presented by student leaders, helpful staff and attending by all interested parties including national guests.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$287,284.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part A	1.0	\$82,905.74
			Notes: Salaries and benefits for 1.00 Resource Teacher Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	6150		0181 - Highlands Elementary School	Title, I Part A	0.5	\$19,020.56
			Notes: Salaries and benefits for .50 PI Assistant Resource Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	5100	150-Aides	0181 - Highlands Elementary School	Title, I Part A	3.5	\$124,714.20
			Notes: Salaries and benefits for 3.50 Spanish Tutor Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	6400	310-Professional and Technical Services	0181 - Highlands Elementary School	Title, I Part A		\$9,000.00
			Notes: Staff Development Consultants LIM			
	6400	330-Travel	0181 - Highlands Elementary School	Title, I Part A		\$14,030.00
			Notes: Staff Dev Travel - Instructional Staff			
	6400	750-Other Personal Services	0181 - Highlands Elementary School	Title, I Part A		\$7,200.00
			Notes: Guest Teachers for staff Development			
	6400	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part A		\$1,631.00
			Notes: Pre-Extension - Coach			
	5100	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part A		\$1,328.44
			Notes: Pre-Extension - Resource			
	5100	510-Supplies	0181 - Highlands Elementary School	Title, I Part A		\$499.66
			Notes: Classroom supplies			

	5100	519-Technology-Related Supplies	0181 - Highlands Elementary School	Title, I Part A		\$479.40
			<i>Notes: Instruction- Technology Related Supplies</i>			
	5900	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part A		\$6,854.44
			<i>Notes: Saturday Program - Teachers</i>			
	5900	150-Aides	0181 - Highlands Elementary School	Title, I Part A		\$2,583.94
			<i>Notes: Saturday Program -Tutors</i>			
	6300	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part A		\$1,426.44
			<i>Notes: Curriculum Writing for Saturday program</i>			
	7300	160-Other Support Personnel	0181 - Highlands Elementary School	Title, I Part A		\$861.31
			<i>Notes: Saturday Program - Non-Instructional clerical</i>			
	7730	330-Travel	0181 - Highlands Elementary School	Title, I Part A		\$10,090.00
			<i>Notes: Staff Dev Travel - Admin Staff</i>			
	7800	790-Miscellaneous Expenses	0181 - Highlands Elementary School	Title, I Part A		\$1,935.00
			<i>Notes: Saturday Program Transportation</i>			
	7900	390-Other Purchased Services	0181 - Highlands Elementary School	Title, I Part A		\$684.48
			<i>Notes: Custodian services for Saturday</i>			
	6150	510-Supplies	0181 - Highlands Elementary School	Title, I Part A		\$2,039.84
			<i>Notes: Supplies</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$234,322.70
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part C	2.6	\$224,495.51
			<i>Notes: Salaries and benefits for 2.60 Resource Teachers. Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0181 - Highlands Elementary School	Title, I Part C	0.2	\$9,079.79
			<i>Notes: Salaries and benefits for .90 Spanish Tutor. Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	510-Supplies	0181 - Highlands Elementary School	Title, I Part C		\$747.40
			<i>Notes: Provide instructional supplies to student who are migrant such as write and wipe markers and erasers.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$71,419.33

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0181 - Highlands Elementary School	Title, I Part A	1.0	\$71,419.33
			<i>Notes: Salaries and benefits for 1.00 Math Coach Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
					Total:	\$593,026.48