School District of Osceola County, FL

Highlands Elementary School

2021-22 Schoolwide Improvement Plan

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Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Magali Rassel

Start Date for this Principal: 5/6/2018

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
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (52%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Osceola 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	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	93%

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of Highlands Elementary is to nurture, guide, and challenge all of our students to achieve their maximum potential.

Provide the school's vision statement.

Highlands Elementary School, in partnership with parents and community members, is committed to creating an environment of high academic expectations where all individuals through support, interventions and enrichment, grow to their greatest 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
Perez, Adah	Assistant Principal	The assistant principal will assist the principal in the operation and management of all activities and functions which occur within a school. The assistant principal will assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. The assistant principal will serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. The assistant principal will develop and facilitate the stocktake plan and will meet with point people to collect and review data, monitor ratings data, and develop the agenda for stocktake. The assistant principal will be responsible for updating the principal on action step related to identified goals. The assistant principal will participate in PLC meetings, walkthroughs, and provide timely and actionable feedback specific to this process.
Cummins, Patricia	Principal	The principal will oversee SIP and StockTake process. Weekly check-ins with leadership team will monitor data for ELA, Math, and Science including growth and achievement for SWD and ELL subgroups. Conduct walkthroughs, evaluations, and provide continual feedback to improve instructional practices.
Loew, Diann	Instructional Coach	Mrs. Loew is the math and science instructional coach. She will be responsible for ensuring grade level standards-based Tier 1content is planned and delivered in all grades. The coach will provide resources to PLCs, support implementation of common assessments, and monitor progress. Math coach will communicate with assistant principal to provide updates on the state of math and science for monthly stocktake meetings. The math coach will support classroom instruction by modeling and coteaching lessons.
Wilson, Julia	Instructional Coach	Julie Wilson, literacy coach, will support improving literacy for all students through weekly PLC support, including standards-based lesson planning, creating common assessments, and providing grade appropriate resources for students. Mrs. Wilson will provide professional development on research-based reading and writing strategies to increase literacy. In addition, the literacy coach will model lessons using high yield strategies to increase teacher proficiency. Updates for reading and writing will be monitored by the coach and reported monthly to the assistant principal. In turn, data will be used as a priority topic in all monthly stocktake meetings.
Ruiz, Jessica	ELL Compliance Specialist	As the education specialist for English Language Learners (ELLs), Mrs. Ruiz is responsible for monitoring all second language learners. As the specialist for ELL students, Mrs. Ruiz will assess and monitor all LY students to ensure students are receiving appropriate supports in academic classes, as well as increasing academic proficiency. Mrs. Ruiz will provide professional development to paraprofessionals and teachers during PLC time in methods and strategies for ensuring equity of instruction for all English Language

Name	Position Title	Job Duties and Responsibilities
		Learners. Progress will be monitored through IPT testing and Access 2.0 testing and district assessments. Additionally, Mrs. Ruiz will collaborate with families to ensure accommodations are provided and progress is attained. The EES will report monthly updates and monitoring to the assistant principal as part of the data collection process for stocktake and problem solving meetings.
Adorno, Ileana	School Counselor	Counselor will participate in stocktake, leadership meetings, and MTSS meetings. Responsibilities will include monitoring mental health referrals, meeting with individual and small groups of students for social skills, support FIT students, develop 504 plans as needed, and communicate with families.
Lyons, Kailtin	Instructional Coach	MTSS coach is responsible for maintaining data for reading, math, science, and behavior. Lead monthly data chats with teachers; Organize academic groups for iii interventions. Train staff and organize groups for Tier 2 and 3 interventions to support reading and math goals, as well as social emotional goals. Communicate with stakeholders about student intervention needs (parents, teachers, leadership team). Lead weekly problem-solving team meetings with leadership team and the school psychologist.
Sarete Anderson, Federico	School Counselor	Mr. Federico Sarete, guidance counselor, is responsible for working primarily with grades 3-5 students. As part of his role, he will work to build social and emotional skills to increase amount of time students are in class. He will participate in classroom lessons, small group, and 1:1 sessions to increase the amount of time students are engaged in grade level classroom content. Mr. Sarete will participate in all weekly leadership team meetings and monthly stocktake meetings. Mr. Sarete will support post-secondary college and career awareness by leading schoolwide activities.

Demographic Information

Principal start date

Sunday 5/6/2018, Magali Rassel

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.*

1

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

44

Total number of students enrolled at the school
640

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
9

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	99	117	93	99	91	100	0	0	0	0	0	0	0	599
Attendance below 90 percent	10	18	15	13	9	16	0	0	0	0	0	0	0	81
One or more suspensions	0	2	0	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	22	26	20	0	0	0	0	0	0	0	68
Course failure in Math	0	0	1	12	14	6	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	31	50	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	39	57	0	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	0	38	32	31	0	0	0	0	0	0	0	0	0	101

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	9	24	31	0	0	0	0	0	0	0	64

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	4	11	7	10	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 8/20/2021

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	0	127	140	126	140	126	0	0	0	0	0	0	0	659
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	36	29	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	0	0	0	23	43	0	0	0	0	0	0	0	66

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	1	4	13	10	0	0	0	0	0	0	0	28

The number of students identified as retainees:

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

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	0	127	140	126	140	126	0	0	0	0	0	0	0	659
Attendance below 90 percent	10	18	15	13	9	16	0	0	0	0	0	0	0	81
One or more suspensions	0	2	0	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	22	26	20	0	0	0	0	0	0	0	68
Course failure in Math	0	0	1	12	14	6	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	36	29	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	0	0	0	23	43	0	0	0	0	0	0	0	66

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	1	4	13	10	0	0	0	0	0	0	0	28

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	4	11	7	10	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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				42%	53%	57%	50%	51%	56%
ELA Learning Gains				50%	56%	58%	58%	54%	55%
ELA Lowest 25th Percentile				48%	51%	53%	50%	46%	48%
Math Achievement				37%	55%	63%	49%	54%	62%
Math Learning Gains				48%	59%	62%	59%	56%	59%
Math Lowest 25th Percentile				32%	45%	51%	44%	42%	47%
Science Achievement				36%	49%	53%	55%	51%	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	31%	51%	-20%	58%	-27%
Cohort Comparison						
04	2021					
	2019	38%	51%	-13%	58%	-20%
Cohort Comparison		-31%				
05	2021					
	2019	34%	48%	-14%	56%	-22%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	54%	-27%	62%	-35%
Cohort Comparison						
04	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	31%	53%	-22%	64%	-33%
Cohort Comparison		-27%				
05	2021					
	2019	33%	48%	-15%	60%	-27%
Cohort Comparison		-31%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	31%	45%	-14%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA was utilized to provide the progress monitoring information compiled for 1st through 5th grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/57	38/37	43/43
	Economically Disadvantaged	43/61	30/38	34/44
	Students With Disabilities	3/43	2/22	3/30
	English Language Learners	30/58	16/28	19/32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55/56	37/36	43/42
	Economically Disadvantaged	43/60	31/40	31/40
	Students With Disabilities	4/50	1/10	1/10
	English Language Learners	33/60	23/40	25/41

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/32	29/28	42/41
	Economically Disadvantaged	24/35	20/26	30/38
	Students With Disabilities	2/25	1/11	2/25
	English Language Learners	11/24	12/23	15/29
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/39	23/23	34/33
	Economically Disadvantaged	27/40	17/23	25/32
	Students With Disabilities	2/29	3/33	2/25
	English Language Learners	16/35	10/20	15/29

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50/51	46/48	39/39
	Economically Disadvantaged	30/47	30/46	24/35
	Students With Disabilities	1/10	1/8	2/15
	English Language Learners	27/47	24/43	19/30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43/43	32/35	35/35
	Economically Disadvantaged	26/41	22/35	22/32
	Students With Disabilities	2/17	3/25	2/17
	English Language Learners	22/38	20/36	20/32

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34/35	34/34	32/29
	Economically Disadvantaged	21/34	21/30	22/29
	Students With Disabilities	3/20	1/7	0/0
	English Language Learners	15/25	16/25	13/18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31/30	28/28	33/30
	Economically Disadvantaged	18/27	18/26	20/27
	Students With Disabilities	3/20	0/0	1/6
	English Language Learners	16/25	15/24	18/25

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/49	32/36	36/40
	Economically Disadvantaged	27/46	21/32	29/43
	Students With Disabilities	0/0	3/20	2/14
	English Language Learners	18/39	17/33	16/31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37/41	25/29	25/28
	Economically Disadvantaged	24/37	18/28	18/27
	Students With Disabilities	2/15	3/20	0/0
	English Language Learners	16/34	10/21	10/20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	42/46	37/42	37/42
	Economically Disadvantaged	27/42	28/43	27/40
	Students With Disabilities	3/21	3/21	0/0
	English Language Learners	17/34	20/39	17/34

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	5	13		7	25	27					
ELL	30	33	27	27	28	31	25				
BLK				19							
HSP	37	42	33	33	40	33	31				
WHT	59			50							
FRL	34	45	41	34	45	35	33				

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	23	25	22	26	32	28	29				
ELL	32	45	50	31	48	33	28				
BLK	37	53		24	53		55				
HSP	41	49	51	37	48	31	33				
WHT	43	53		38	47		27				
FRL	40	50	50	34	46	27	34				

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	20	45	41	28	39	25	20				
ELL	28	46	41	35	50	41	27				
BLK	53	67		47	62		50				
HSP	48	57	46	46	56	42	52				
WHT	55	56		65	76						
FRL	49	56	49	49	57	43	53				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

In ELA, all grade levels, with the exception of 2nd grade demonstrated a regression in percent proficient per the NWEA fall to spring comparison. On average, ELL students were 10 points below in proficiency performance across the grade levels. In Math, all grade levels demonstrated a regression in percent proficient per the NWEA fall to spring comparison. On average, ELL students were 4 points below in proficiency performance across the grade levels. The correlation between the 5th grade ELA scores (spring) and the 5th grade science scores (spring) demonstrated a two to three point deviation. Students with disabilities demonstrated a proficiency rate between 0 and 50% across the content.

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

The overall proficiency rates in both ELA and math trends below the 50th percentile. As a result, our Tier 1 instruction will need to become the focus of our shift as a school in order to provide students with a guaranteed and viable curriculum. In addition, our students with disabilities also consistently perform below their peers based on both the progress monitoring data and the state assessments results.

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

Tier 1 instruction must shift in order to effect change for our school. By building greater teacher knowledge of both method and pedagogy, we will be able to drive the change that needs to occur in order for Tier 1 instruction to improve. Teacher turnover has also contributed to the low performance of our students.

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

Based on the progress monitoring (NWEA) and the state assessment results, regression was demonstrated across all content areas and in our ESOL and Students with Disabilities.

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

(see above)

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

In order to accelerate learning, we will work to ensure that students are engaging in small group lessons with classroom teachers on a regular basis. In addition, students will also be provided with rigorous academic tasks related to grade level mathematical standards. Classroom teachers will implement the reading strategies taught through ELA in their science classes in order to assist in processing science content.

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.

AVID, NSGRA/small group professional development, mathematical tasks (releasing students to problem solving tasks that require students to apply the understanding they have acquired will assist in developing a deeper understanding of content), effective questioning, allowing for processing time/ releasing students to process.

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

Our Varying Exceptionalities teachers have worked with our RCS and our general education teachers to develop a schedule that provides necessary supports for our students with an IEP. In addition, our ELL students will also be provided with foundational support while in the classroom via the inclusion of cognates and increased opportunities to process content while focusing on building academic vocabulary.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Our leadership team consists of the school principal, assistant principal, instructional coaches, teacher leaders, and other school leaders (i.e. guidance counselors,MTSS coach, ECS, RCS). Each member of the team is dedicated to working toward the goal of building our organziation's human capital. The leadership team helps to maintain a cohesive school vision and works collectively to implement and monitor effective strategies that focus on increasing student achievement. The professional growth of classroom facilitators in order to foster an intrinsic commitment to change is paramount to longterm impact related to student academic growth. As a leadership team, it is critical to build a pathway to success for both our staff and our students.
Measurable Outcome:	An increase in both progress monitoring and statewide assessment results will be used to measure the effectiveness of the leadership team. We are dedicated to growing our school between 2-3 percentage points across all content areas.
Monitoring:	We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. By increasing the implementation of professional development/best practice within the classroom, we will see an increase in student performance and teacher methodology.
Person responsible for monitoring outcome:	Adah Perez (adah.perez@osceolaschools.net)
Evidence-based Strategy:	Appropriately guided and supported teachers that are held accountable for applying best practice strategies on a consistent basis serves as a platform for teacher motiviation and improvement of instruction. By positively guiding this process, teachers will begin to gain confidence in their ability to effect change in their classroom with regard to student achievement.
Rationale for Evidence-based Strategy:	By building teacher efficacy regarding best practice in the classroom, leadership teams are ensuring that improvement in both classroom instruction and consequently student performance is established as the norm. Allowing teachers to take the lead in the analysis of their classroom data provides an objective evaluation of their classroom practices. When effective classroom practices increase, student achievement also increases. In these collaborative environments, transparency of practice and data are expected to drive improvement (Gates Foundation 2019).

Action Steps to Implement	
Weekly walk throughs as a leadership team	
Person Responsible	Adah Perez (adah.perez@osceolaschools.net)
Dissaggregation of walk through trends - How does it correlate to the professional development provided to staff?	
Person Responsible	Adah Perez (adah.perez@osceolaschools.net)
Identification of coaching next steps for teachers that need additional support when PD to practice is not evident.	
Person Responsible	Adah Perez (adah.perez@osceolaschools.net)
Increased teacher accountability related to data analysis	

Person Responsible	Adah Perez (adah.perez@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensure high levels of learning for all students in ELA (ESE/ELL proficiency). Based on 2020-2021 FSA results, 36 % of students were proficient in ELA. Our goal is to increase this by 3% points.
Measurable Outcome:	By the end of the 2021-2022 school year, Highlands aims to achieve an increase in ELA proficiency by 3%; ELA learning gains will increase by 3% and ELA Lowest 25% will increase by 3%.
Monitoring:	We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. By increasing the implementation of professional development/best practice within the classroom, we will see an increase in student performance and teacher methodology.
Person responsible for monitoring outcome:	Adah Perez (adah.perez@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in leadership, teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including English language learners and students with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research indicates meaningful analysis of data by teachers and administrators leads to purposeful instruction and purposeful decision making, ultimately increasing student achievement (Institute of Education Sciences, 2020). Additionally, using collaborative process focused on common formative assessments and instructional practices will result in increased student achievement (DuFour, 2011).

Action Steps to Implement

The leadership team will monitor student growth and achievement through formative and summative assessment data as well as classroom walkthroughs. MTSS problem-solving meetings will be held with leadership and collaborating teams.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Structured intervention time will be available to support students performing below grade average.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Provide professional development for instructional staff based on identifable needs indicated through classroom walk throughs, common assessment results, and staff requests. Guidance will be provided with regard to appropriate diffentiation of instruction in order to meet academic needs of students. Specific professional development focusing on whole group, small group and 1:1 support for all students will be provided on an ongoing basis.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

Guide implementation of standards-aligned district curriculum.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

Guide instructional staff will analyze Tier 1 assessment data to determine student growth toward proficiency.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

T1 and T2 students engage in 20 min on Lexia Core 5 one day/week during station rotation.

Person Responsible Julia Wilson (julia.wilson@osceolaschools.net)

T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

RISE reading for T2 students in 1st grade.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Pre-Teaching strategies for T2

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on 2020-2021 FSA mathematics results, 34% of students were proficient on the state assessment. It is our goal to increase the overall proficiency level of students in 3rd to 5th grade by 3% points.
Measurable Outcome:	Proficiency in mathematics as determined by the FSA will increase from 34% to 37% for the 2021-2022 school year.
Monitoring:	We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. By increasing the implementation of professional development/best practice within the classroom, we will see an increase in student performance and teacher methodology.
Person responsible for monitoring outcome:	Adah Perez (adah.perez@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in leadership, teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including English language learners and students with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research indicates meaningful analysis of data by teachers and administrators leads to purposeful instruction and purposeful decision making, ultimately increasing student achievement (Institute of Education Sciences, 2020). Additionally, using collaborative process focused on common formative assessments and instructional practices will result in increased student achievement (DuFour, 2011).

Action Steps to Implement

Leadership team will monitor student growth and achievement through formative and summative assessment data as well as classroom walkthroughs. MTSS problem-solving meetings will be held with leadership and collaborating teams.

Collaborative teams will use common assessment data to determine instructional strategies for differentiation and multi-tiered support.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Leadership team will monitor student growth and achievement through formative and summative assessment data as well as classroom walkthroughs. MTSS problem-solving meetings will be held with leadership and collaborating teams.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Structured intervention time will be available to support students performing below grade average.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Instrutional staff will use standards-aligned district curriculum unit plans and formative assessment data to guide collaborative planning and to inform instruction. Students performing below identified proficiency level with regard to the standard will be provided with specific small group instruction in order to close the opportunity gap.

Person Responsible Diann Loew (diann.loew@osceolaschools.net)

Staff trainings will include best practice strategies for increasing authentic student engagement through mathematical tasks and use of manipulatives.

Person Responsible Diann Loew (diann.loew@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the the 2021-2022 student data from the FSSSA, science achievement was 31%. This data presents a need for improvement to accomplish high levels of science achievement for all students.
Measurable Outcome:	The outcome for 2021-2022 is to increase science achievement by 3%.
Monitoring:	We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. By increasing the implementation of professional development/best practice within the classroom, we will see an increase in student performance and teacher methodology.
Person responsible for monitoring outcome:	Adah Perez (adah.perez@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in leadership, teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including English language learners and students with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for aII students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010).

Action Steps to Implement

Instructional staff will implement standards-aligned district curriculum unit plans and use assessment data to guide collaborative planning, instruction, and assessment.

Person Responsible Diann Loew (diann.loew@osceolaschools.net)

Staff professional development will include best practice strategies for increasing authentic engagement and will be monitored through classroom walk throughs.

Person Responsible Diann Loew (diann.loew@osceolaschools.net)

District and PLC formative assessments will be used to frequently assess student progress. PLC will analyze data to make data-driven decisions.

Person Responsible Diann Loew (diann.loew@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Highlands Elementary is dedicated to closing the opportunity gap for our English Language Learners and our Students with Disabilities. Upon review of the data trends specifically related to statewide testing, 12% of LY students demonstrated proficiency on the Florida Statewide Assessment. It is our goal to increase the performance of our LY students by 3 percentage points this academic year. Upon review of the data trends specifically related to statewide testing, 7% of ESE students demonstrated proficiency on the Florida Statewide Assessment. It is our goal to increase this performance by 3 percentage points this academic year.
Measurable Outcome:	With 12% of our LY students demonstrating proficiency on the FSA, it is our goal to increase the performance of our LY students by 3 percentage points this academic year. Upon review of the data trends specifically related to statewide testing, 7% of ESE students demonstrated proficiency on the Florida Statewide Assessment. It is our goal to increase this performance by 3 percentage points this academic year.
Monitoring:	We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. By increasing the implementation of professional development/best practice within the classroom, we will see an increase in student performance and teacher methodology.
Person responsible for monitoring outcome:	Adah Perez (adah.perez@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately rigorous learning experiences for all students. ESE teachers and paraprofessionals will provide additional classroom supports to make grade level curriculum accessible to all students.
Rationale for Evidence-based Strategy:	Implementation of effective differentiation will ensure closing the gap and give all students an opportunity to reach achievement goals (TNTP, 2018). Students need access to key resources: Grade appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations. An effective differentiated classroom provides different ways to help students acquire knowledge, process and make sense of new learning, and create products that demonstrate effective learning (Tomlinson, 2017).

Action Steps to Implement

EES will monitor achievement of LY students and communicate progress between teachers and families. EES will monitor progress of LY students through report cards, Test Scores and LEP Meetings with teachers and parents.

Person Responsible Jessica Ruiz (jessica.ruiz@osceolaschools.net)

Professional development in research-based ELL strategies, will be conducted throughout the school year, targeting rigorous and differentiated instruction.

Person Responsible Jessica Ruiz (jessica.ruiz@osceolaschools.net)

ELL support in the classroom will occur through collaboration of EES and ensuring students are supported in all courses by providing necessary scaffolds regarding ELL instructional strategies.

Person Responsible	[no one identified]

EES will ensure that all students are receiving the services and accommodations needed to be successful and obtain learning gains through differentiated strategies, support from teacher and assisting paraprofessionals.

Person Responsible	Jessica Ruiz (jessica.ruiz@osceolaschools.net)

RCS will collaborate with VE teachers to monitor data after formative assessments and assist in planning appropriate strategies for growth. Academic coaches will provide planning support to ensure alignment to grade level standards.

Person Responsible	Jennifer Stubbs (jennifer.stubbs@osceolaschools.net)

VE teachers will work with assigned grade levels in order to plan appropriate scaffolds for students.

Person Responsible	Jennifer Stubbs (jennifer.stubbs@osceolaschools.net)

#6. Other specifically relating to Culture and Environment	
Area of Focus Description and Rationale:	The social and emotional learning (SEL) of our students is paramount to the improvement of behavior and school climate. By cultivating a safe, equitable and diverse environment in which students have the skill set to identify problems/obstacles and work through issues that arise in a manner that is productive and positive, students are then able to dedicate a greater focus on academic growth.
Measurable Outcome:	Decrease in referrals by 3% schoolwide 80% of students will complete the panorama survey Panorama survey results will demonstrate a 5% increase in students that express feeling safe and included on campus
Monitoring:	Monitoring the number of students that have participated in the Panorama Survey during the dedicated window in order to ensure that a minimum of 80% of students have lent a voice to questions asked via the survey. Pull weekly referral report by grade level to ensure appropriate supports are provided for students that demonstrate an increase in office referrals (use of Zones of Regulations).
Person responsible for monitoring outcome:	Ileana Adorno (ileana.adorno@osceolaschools.net)
Evidence-based Strategy:	If every child is to be successful, then schools must include opportunities to meet the needs of every child for individual growth. SEL curriculum leads to less disciplinary issues and improved classroom climate (Herrenkohl, Jones, Lea, & Malorni, 2020). Positive classroom atmospheres incite opportunities for students to focus on learning and peer collaboration. Further, systematic incorporation of social emotional skills supports specific teaching of 21st century skills, such as “curiosity, initiative, persistence, adaptability, leadership and social and cultural awareness” (Garcia Alvarez, 2018, p. 154).
Rationale for Evidence-based Strategy:	Consistency and quality of instructional programs tied to classroom instruction prove impactful in creating a safe and positive classroom and school environment. Teacher and staff training, school-wide programs and structures, and strategies for improving school climate lead to greater student impact. When a safe environment is present, academic and behavior improvements follow (CASEL, 2020).

Action Steps to Implement	
Incorporate SEL strategies in all curriculum-based professional development.	
Person Responsible	Ileana Adorno (ileana.adorno@osceolaschools.net)
School counselors will push in classrooms to provide social emotional curriculum in whole class setting (i.e. Safer, Smarter Kids or Monique Burr- Child Safety Matters).	
Person Responsible	Ileana Adorno (ileana.adorno@osceolaschools.net)
Tier 1- Implement schoolwide Zones of Regulation- teachers will conduct lesson plans during first quarter. School counselors will monitor the implementation of Zones of Regulation with students who demonstrate an increase in office referrals.	
Person Responsible	Federico Sarete Anderson (federico.sareteanderson@osceolaschools.net)

Professional development for all staff to foster a welcoming school environment with high expectations. Additionally, professional development will provide understanding of use of the discipline flowchart, writing minor infractions, and writing referrals.

Person Responsible Kailtin Lyons (kaitlin.lyons@osceolaschools.net)

Schoolwide post secondary culture for all students: Classroom teachers were provided with professional development regarding the implementation of XELLO. Additionally, the math/science coach will provide additional professional development with a specific focus on XELLO.

Person Responsible Federico Sarete Anderson (federico.sareteanderson@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

HIGHLANDS ELEMENTARY SCHOOL (0071) ranked #558 out of 1,395 elementary schools statewide.
This school ranked #10 / 15 elementary schools in the county. Highlands Elementary School reported 0.4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students and encourage students to be caring and respectful to one another. Teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. Highlands is dedicated to providing all teachers with training on social and emotional skills, cultural competentance and classroom management. Behavioral data will be pulled biweekly and discussed during our leadership team meetings. We will identify areas of need and respond to those needs appropriately through the support of PBIS, school guidance counselors and adminstration. We will also consult with our PBIS & Bullying Prevention Specialist.

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.

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, as well as hold staff responsible for implementing changes. It frequently communicates high expectations for all students. Leaders demonstrate how those beliefs manifest in the school building. For example: Collaborative planning is solutions-oriented and based on disaggregated data.
Student work is displayed throughout school. A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Teachers meet in PLCs weekly to routinely examine
disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in/out school suspension, and attendance also forms the basis for discussions of what's working or not for particular groups within a school and what needs to be done. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline and provide ongoing training and feedback to teachers on implementing these approaches. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback and actively make themselves available to teachers and staff. leadership team actively solicit staff feedback on schoolwide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and
interests. The school provides orientation for new teachers and ongoing support from a
mentor teacher.

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

Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students and encourage students to be caring and respectful to one another. Teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation). It is a priority for the school
to intentionally engage with families of historically underservedstudents (by providing opportunities for small group conversations with school leaders. Finally the school provides all teachers with training on social and emotional skills, culturally competent and management.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**				**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$46,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	0071 - Highlands Elementary School	Title, I Part A		$46,100.00
			Notes: MTSS support of ELA/Math			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$46,100.00**

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	0071 - Highlands Elementary School	Title, I Part A		$46,100.00
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
5	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	0071 - Highlands Elementary School	Title, I Part A		$0.00
6	**III.A.**	**Areas of Focus: Other: Culture and Environment**				**$48,785.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	0071 - Highlands Elementary School	Title, I Part A		$48,785.00
			Notes: Additional guidance paid via Title I			
					Total:	**$140,985.00**