

The School District of Palm Beach County

# Highland Elementary School



2021-22 Schoolwide Improvement Plan

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# Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

<https://hges.palmbeachschools.org>

## Demographics

**Principal: Frances Frye**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (50%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

<https://hges.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

Highland Elementary School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

Highland Elementary School will take ownership for students' academic mastery, emotional intelligence, and social emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each students and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, e motional, academic, and social needs are met ... WE SEE YOU!

### 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
Villani, Elena	Principal	<p>Principal Villani guides Highland's leadership team in five key domains:</p> <ul style="list-style-type: none"> <li>* Data Driven Student Achievement,</li> <li>* Continuous Improvement of Instruction,</li> <li>* Curriculum,</li> <li>* Cooperation &amp; Collaboration, and</li> <li>* School Climate.</li> </ul> <p>Her team, which is made up of two Assistant Principals, five Instructional Coaches, and one Administrative Support team member, meets bi-weekly to set measurable goals, define responsibilities, articulate action plans, and share results.</p> <p>Specifically Principal Villani leads her team as follows:</p> <ol style="list-style-type: none"> <li>1) Data Driven Student Achievement: She reviewed previous-year data and set annual achievement goals for the school along with a progress monitoring calendar.</li> <li>2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.</li> <li>3) Curriculum: Through masterboard analysis as well as thorough analysis of individual teacher schedules, the Principal is able to ensure that teachers adhere to state and district curriculum standards, specifically that students have the opportunity to learn critical content.</li> <li>4) Cooperation &amp; Collaboration: The Highland master schedule is designed to allow for PLC to take place for 90 minutes every 6 instructional days. In addition, the master schedule supports common planning time for teacher teams. The leadership team works together to ensure that teachers can observe and discuss effective teaching. by means of coaches modeling, instructional rounds, learning walks, and video taped teaching samples during PLC.</li> </ol> <p>Through grade level meetings, grade chair meetings, committee meetings, faculty meetings, and a variety of input surveys, teachers provide valuable input used in decision making in the school.</p> <p>Highland Elementary School seeks input formally from students, parents, and community members regularly through SAC meetings, parent engagement surveys, and school effectiveness questionnaires and informally as the administration is always willing to sit with stakeholders and provide them an opportunity to share their thoughts.</p> <ol style="list-style-type: none"> <li>5) School Climate: The leadership team, by focusing on instruction, student achievement, academic success, and a safe, clean learning environment, works daily at building a school climate in which our vision and mission can be achieved.</li> </ol>
Walsh, Erin	Assistant Principal	<p>!) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which are lead by Ms. Eldridge and where clear, measurable goals are set for individual students and their progress is monitored toward those goals.</p>



Name	Position Title	Job Duties and Responsibilities
		<p>2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.</p> <p>3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.</p> <p>4) Cooperation &amp; Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>

!) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which are lead by Ms. Eldridge and where clear, measurable goals are set for individual students and their progress is monitored toward those goals.

Frye, Frances      Assistant Principal

2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.

3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.

4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.

5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further,

Name	Position Title	Job Duties and Responsibilities
		<p>they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>
Martinez, Edna	Other	<p>Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.</p> <p>Curriculum: Through classroom walkthroughs and data chats with teachers, Single School Culture Coordinator (SSCC) monitors that teachers adhere to state and district curriculum standards, and ensures that students have the opportunity to learn critical content.</p> <p>Cooperation &amp; Collaboration: attends PLC and works to foster a climate of inquiry and collaboration; supports the coaches in planning their schedules to best serve the needs of the teachers and provides opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>School Climate: SSCC does cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, she focuses on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>
Salas, Vilma Patricia	Instructional Coach	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence and/or pacing guides. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.</p>
Navarro, Diana	Math Coach	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence and/or pacing guides. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.</p>
Haera, Jenna	Reading Coach	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence and/or pacing guides. They also support teachers by means of the coaching cycle (conferencing, modeling/coaching, debriefing, observation, feedback, etc); modeling, instructional rounds, learning walks, and video taped teaching samples during PLC. Coaches also provide PD trainings as needed.</p>

## Demographic Information

**Principal start date**

Sunday 7/1/2018, Frances Frye

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

5

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

34

**Total number of teacher positions allocated to the school**

91

**Total number of students enrolled at the school**

990

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

15

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

17

**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	123	133	158	163	157	196	0	0	0	0	0	0	0	930
Attendance below 90 percent	0	45	38	38	26	66	0	0	0	0	0	0	0	213
One or more suspensions	0	0	7	1	5	11	0	0	0	0	0	0	0	24
Course failure in ELA	0	71	141	127	97	136	0	0	0	0	0	0	0	572
Course failure in Math	0	26	92	97	99	150	0	0	0	0	0	0	0	464
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	141	58	76	0	0	0	0	0	0	0	275
Level 1 on 2019 statewide FSA Math assessment	0	0	0	89	45	48	0	0	0	0	0	0	0	182
Number of students with a substantial reading deficiency	0	19	56	69	109	131	0	0	0	0	0	0	0	384
FY21 ELA Winter Diag Level 1 & 2	0	0	0	124	151	139	0	0	0	0	0	0	0	414
FY21 Math Winter Diag Level 1 & 2	0	0	0	105	97	134	0	0	0	0	0	0	0	336

**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	48	105	97	99	144	0	0	0	0	0	0	0	493

**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	1	2	17	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Friday 8/13/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	45	50	88	118	70	0	0	0	0	0	0	0	371

**The number of students identified as retainees:**

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	45	50	88	118	70	0	0	0	0	0	0	0	371

**The number of students identified as retainees:**

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

**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				34%	58%	57%	35%	57%	56%
ELA Learning Gains				55%	63%	58%	61%	61%	55%
ELA Lowest 25th Percentile				50%	56%	53%	56%	56%	48%
Math Achievement				57%	68%	63%	62%	65%	62%
Math Learning Gains				70%	68%	62%	59%	63%	59%
Math Lowest 25th Percentile				65%	59%	51%	55%	53%	47%
Science Achievement				25%	51%	53%	25%	56%	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	20%	54%	-34%	58%	-38%
Cohort Comparison						
04	2021					
	2019	41%	62%	-21%	58%	-17%
Cohort Comparison		-20%				
05	2021					
	2019	29%	59%	-30%	56%	-27%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	65%	-21%	62%	-18%
Cohort Comparison						
04	2021					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-44%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	21%	51%	-30%	53%	-32%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the academic school year across all content areas. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. Various reports will be used to monitor and support learning:

ELA: Grades K-2: iReady Grades 3-5: Unit Standards Assessment (district created)

Math: Grades K-2: Successmaker Grades 3-5: Unit Standards Assessment (district created)

In addition to the reports listed above, we utilize the following: iReady, the Benchmark and Adelante Advance unit assessments and Oral Reading Record, district created Florida Standards Quizzes, District created diagnostic assessments, etc.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.3	9.1	21.5
	Economically Disadvantaged	10.3	9.1	21.5
	Students With Disabilities	0.0	0.0	7.1
	English Language Learners	8.3	6.7	20.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	64.2	69.6
	Economically Disadvantaged	0	63.9	69.5
	Students With Disabilities	0	71.4	73.3
	English Language Learners	0	66.1	70.1
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.2	10.2	15.6
	Economically Disadvantaged	8.1	8.1	13.6
	Students With Disabilities	0	0	9.1
	English Language Learners	3.5	3.5	8.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	45.3	50.4
	Economically Disadvantaged	0	44	49.3
	Students With Disabilities	0	33.3	50.0
	English Language Learners	0	42.1	44.9

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	31.9	31.2
	Economically Disadvantaged		31.7	31.2
	Students With Disabilities		17.2	17.2
	English Language Learners		23.8	21.8
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	43.4	41.5	28.7
	Economically Disadvantaged	43.8	41.4	28.6
	Students With Disabilities	26.3	25.0	17.2
	English Language Learners	40.0	40.0	27.0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		37.9	34.5
	Economically Disadvantaged		37.8	34.3
	Students With Disabilities		21.4	14.3
	English Language Learners		29.1	24.5
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	21.7	19.1	16.5
	Economically Disadvantaged	21.7	18.8	16.2
	Students With Disabilities	13.5	9.5	9.5
	English Language Learners	16.7	11.1	10.3



Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		46.1	48.8
	Economically Disadvantaged		45.2	48.0
	Students With Disabilities		7.4	7.4
	English Language Learners		30.0	36.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.6	31.2	25.6
	Economically Disadvantaged	47.6	31.5	25.6
	Students With Disabilities	30.4	14.8	7.4
	English Language Learners	38.6	25.3	19.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	38.7	38.0	46.6
	Economically Disadvantaged	38.1	37.3	45.8
	Students With Disabilities	17.4	14.8	14.8
	English Language Learners	24.7	24.5	34.9

**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	14	48	59	16	18	17	4				
ELL	26	48	53	29	31	41	16				
AMI	23	47		20	35		13				
BLK	26	34		19	30		14				
HSP	28	49	54	32	30	31	23				
WHT	39	30		24	10		40				
FRL	27	46	54	29	29	38	21				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	40	32	29	51	58	11				
ELL	29	54	48	58	71	66	20				
AMI	16	48	57	53	80	73					

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
BLK	43	57	47	47	64	52	25				
HSP	31	54	48	59	71	68	24				
WHT	68	80		78	80						
FRL	33	56	50	58	70	65	25				

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	50	61	38	49	42	10				
ELL	27	59	51	60	61	60	14				
AMI	10	63		52	60						
BLK	39	58	68	54	55	68	10				
HSP	34	61	52	63	60	52	30				
WHT	86			100							
FRL	34	60	56	62	59	56	23				

**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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	8
Percent Tested	99%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	28
Native American Students Subgroup Below 41% in the Current Year?	YES
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	28
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	36
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 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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
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?

When looking at our 2019 ELA performance, we see that within Learning Gains we were at 55% a 6% drop from FY18. Our ELA low 25s also had a decline of 6% in proficiency from the previous year from 57 to 51%. When looking at grade level data, the greatest drop in ELA proficiency was 5th. They dropped 7% to 29% proficient.

In FY20, as of the winter diagnostic, our ELA proficiency rate was up from the previous year's proficiency (27 % to 29%) which suggested that we were on track for an overall increase in proficiency, and the number of level 1 students decreased by 4.2%.

In 2021, in ELA we saw growth in our third graders, 5% to 25 but drops in our 4th graders -12% to 29 and our 5th graders -4% to 25.

In Math, we dropped in proficiency across all grade levels with the greatest drop in 5th. Proficiency in 5th grade fell from 56% to 23% -- a decrease of 33%

In Science, we dropped one percentage point 21% to 20%.

One trend we notice is that the progress monitoring data used throughout the year in the classrooms (FSQs and USAs) is not aligned to State Assessment data. This is likely due to instructional focus on the assessment ("teaching to the test") as opposed to teaching to the full intent of the standards. Also, the students are likely memorizing the content for the test rather than understanding and retaining the concepts of the standards.

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

When looking at our 2019 ELA performance, we see that within Learning Gains we were at 55% a 6% drop from FY18. Our ELA low 25s also had a decline of 6% in proficiency from the previous year from 57 to 51%. When looking at grade level data, the greatest drop in ELA proficiency was 5th grade. They dropped 7% to 29% proficient.

Based on progress monitoring, the data components that demonstrate the greatest need for improvement are:

- 1) SWD across all content areas: ELA proficiency gap of 25.2% and Math proficiency gap of 12.2%. Further, they are not showing progress across the monitoring windows.
- 2) Math proficiency in grades 3-5: In Math, there were drops in proficiency across all three grade levels with the greatest drop in 5th grade. Student proficiency in 5th grade fell from 56% to 23% -- a decrease of 33%. This was reflected in the progress monitoring as well.

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

In 2021, in ELA:

- \* 3rd graders + 5% to 25.
- \* 4th graders -12% to 29.
- \* 5th graders - 4% to 25.

In Math, there were drops in proficiency across all three grade levels with the greatest drop in 5th grade. Student proficiency in 5th grade fell from 56% to 23%, -33%

In Science, we dropped from 21% to 20%.

A contributing factor was that many of the teachers in 3rd to 5th grade teachers were not experienced in the grade level content or were not highly effective teachers.

Another contributing factor would be the high number of students participating in distance learning as opposed to face to face instruction which minimized the teachers' ability to monitor active engagement and level of understanding. Additionally, due to the pandemic, many students who did opt for face to face instruction, were required to self-isolate due to COVID exposure, symptoms, or infection.

Factors such as social distancing and CDC guidelines limited collaboration and use of manipulatives and a hands on approach to teaching and learning.

In FY22 in person learning ensures they will receive differentiated instruction through small groups and with the support of resource teachers. Our LTF will assist with data analysis to drive instruction. PLCs will focus on student work; we will conduct learning walks, and identify model classrooms. Our coaches and SSCC will utilize the Coaching Continuum. Teachers will be implementing the Florida Continuous Model when lessons are being planned and delivered.

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

When looking at state assessment comparison, our increase was noticed in 3rd grade ELA, +5%. The progress monitoring shows improvement in overall Science (+8.6%) and in the subgroup of ELLs (+10.4) but these results were not reflected in the State Assessment. Progress monitoring also showed an increase of 2.7% in 5th ELA, but again, this was not reflected in the State Assessment.

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

Our primary students were instructed through the Benchmark reading series and Foundations, both research based programs, providing them with a solid literacy base to prepare them for 3rd grade level instruction.

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

In the 2021-2022 School year the following strategies will be implemented to accelerate learning:

- 1) the Accelerated Math Plan (AMP) is offered in 3rd grade for identified students
- 2) a learning team facilitator will assist with data analysis to drive instruction.
- 3) PLCs will focus on student work; we will conduct learning walks, and identify model classrooms.
- 4) a dedicated acceleration teacher will target the implementation of the AMP program, assist with gifted screening, model lessons that focus on high achievers, and collaborate with support staff to

identify strengths and weaknesses of all students

5) a 2nd SAI teacher to focus on 2nd grade students to close the achievement gap

6) a 2nd Reading Recovery teacher to target our Spanish Speaking students

7) strategic student placement of level 4 and 5 students for targeted acceleration in grades 4 and 5 in ELA

8) Science PLC to focus on fair-game benchmarks in 4th grade, Science Lab for K-5 on the Fine Arts Wheel

**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.**

1) A cohort of teachers have begun their gifted endorsement

2) During PLC, the LTF will support capacity building of teachers with data analysis

3) AMP teachers will model best practices and strategies for math colleagues

4) new SAI teacher attends monthly SAI focus meetings

5) new Reading Recovery teacher attends weekly training (course work)

6) As a life long Green Apple designated school, Green Ribbon, and Green School of Excellence, a team of educators leads the school with strategies and standards based activities to promote a love for science and become stewards of the earth

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

1) PLC to ensure standards-based planning, teacher collaboration, data-driven planning, and instruction are taking place regularly across the grade levels

2) Differentiated small group instruction, based on data, to meet the needs of all students and support learning gains of all students.

3) Standards-based planning and instruction

4) MTSS and tiered support

5) Educator Support Program/Teacher Ambassador Program to retain and support highly effective teachers and maintain a positive single school culture on campus

6) As an early intervention to increase kindergarten readiness, we offer Voluntary Prekindergarten (VPK) As an early intervention to increase student readiness to enter kindergarten. The VPK Program is supplemented with enrichment hours and/or a PreK self-contained program for students ages 3 to 5. determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) This program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

<p><b>Area of Focus Description and Rationale:</b></p>	<p>The focus is on addressing unfinished learning and drops in proficiency in all content areas, as seen in the data below:                  In 2021, in ELA:                  * 4th graders -12% to 29.                  * 5th graders -4% to 25.                  In Math, there were drops in proficiency across all three grade levels with the greatest drop in 5th grade. Student proficiency in 5th grade fell from 56% to 23% -- a decrease of 33%                  In Science, we dropped in proficiency one percentage point from 21% to 20%.</p>
<p><b>Measurable Outcome:</b></p>	<p>Highland Elementary has made student engagement a priority. We strive to provide engaging instruction utilizing current technology and opportunities for student collaboration and discussion in an effort to ensure the academic success of every student, in alignment with our district's strategic plan.</p>
<p><b>Monitoring:</b></p>	<p>100% of our students will be engaged in effective and relevant instruction utilizing current technology and opportunities for student collaboration and discussion as measured by usage, and achievement reports.</p> <p>Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Highland we strategically plan for a variety of monitoring techniques:</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Review of Lesson Plans,                  Classroom walks                  Student attendance                  Formal Observations                  Data Chats with teachers, students, and parents                  Monitoring of SEL needs through the SBT/BHP process                  The monitoring will be supported by key members of the leadership team: Principal, Assistant Principals, BHP, and Guidance</p>
<p><b>Evidence-based Strategy:</b></p>	<p>Evidence Based Strategies:</p> <ol style="list-style-type: none"> <li>1. Data Chats with Teachers, Students, and Parents to encourage goal setting and focus on understanding of strengths and opportunities for growth.</li> <li>2. Guidance, Behavioral Health Professional, and Collocated Mental Health Provider supports using SEL, AVID, Suite 360: this group of professionals will support students through one on one counseling and small group sessions</li> <li>3. Incentive Programs: highlighting and recognizing academic and behavioral success including character and attendance.</li> <li>4. Oral Language Focus K-5: We have added to the Fine Arts wheel an Oral Language class that infuses academic vocabulary with social emotional strategies.</li> </ol>
<p><b>Rationale for Evidence-based Strategy:</b></p>	<p>Rationale:</p> <ol style="list-style-type: none"> <li>1. Data Chats with Teachers, Students, and Parents: By understanding where students are and setting clear achievement goals (both for proficiency and gains) as well as goals for attendance and behavior, we are able to ensure that each child is able to reach his or her maximum potential each day.</li> <li>2. Guidance, Behavioral Health Professional, and Collocated Mental Health Provider</li> </ol>

- supports using SEL, AVID, Suite 360: By attending to the social emotional needs of our students, we are ensuring that they are ready for learning: Maslow before Bloom!
3. Incentive Programs: Extrinsic motivational programs, token economies, and recognition are used to encourage students to be their best self each day. We have found that often the extrinsic motivators lead to intrinsic motivation.
  4. Oral Language Focus K-5: In a school with an ELL population of 73%, building student vocabulary and communications is a priority.

### Action Steps to Implement

#### 1) Data Chats

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

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

#### 2) Guidance, BHP, CMHP:

- a) The schoolwide schedule allows for equity and access.
- b) Offer whole group (guidance lessons on the Fine Arts rotation), small group, and one-on-one support to allow the maximum number of students to benefit from the services.

**Person Responsible** Erin Walsh (erin.walsh@palmbeachschools.org)

#### 3) Incentive Programs:

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

**Person Responsible** Edna Martinez (edna.martinez@palmbeachschools.org)

#### 4. Oral Language Focus K-5:

Establish Fine Arts Schedule to include Oral Language Class

Establish Scope and Sequence utilizing BEST (K-2) and Florida State Standards (3-5)

Ensure all teachers infuse Oral Language and SEL activities in Morning Meeting (K-3) and differentiated small group instruction.

**Person Responsible** Frances Frye (frances.frye@palmbeachschools.org)



**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

In 2019 our data showed When looking at our ELA performance, we see that within Learning Gains, we had a 6% drop from FY18. Currently we are at a 55%. Our ELA low 25s also had a decline of 6% from the previous year. We are at 57%. When looking at grade level data, the greatest drop in ELA proficiency was 5th grade. They dropped 7% to 29% proficient.

When looking at the subgroup data, the component that showed the greatest decline was math achievement where we saw a drop in each subgroup (range of -1 to -22). The school's math proficiency dropped 5% from one year to the next to 57%.  
When comparing to the state, our school scored -28 points in science.

**Area of Focus**

**Description and Rationale:**

In 2021, in ELA: (highlight SWD when data is released)  
\* 3rd graders + 5% to 25.  
\* 4th graders -12% to 29.  
\* 5th graders -4% to 25.

In Math, there were drops in proficiency across all three grade levels with the greatest drop in 5th grade. Student proficiency in 5th grade fell from 56% to 23% -- a decrease of 33%

In Science, we dropped in proficiency one percentage point from 21% to 20%.

Description of area of focus: If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our ELA, Math, and Science proficiency, increasing reading on grade level and ensuring high school readiness.

**Measurable Outcome:**

Our school's measurable outcomes are:  
ELA achievement 30% (+3%), ELA learning gains 65% (+19), ELA Low 25 70% (+18)  
Math achievement 40 (+3%), Math learning gains at 70% (+40) and Low 25 at 75% (+47)  
Science achievement 30% (+3%)

Based on the ESSA data review, our SWD are our priority focus.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Highland we strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis during PLCs
- Classroom walks
- Student work samples/portfolio/binder reviews
- Student attendance
- Data Chats with teachers, students, and parents
- Formal Observations
- Monitoring of SEL needs through the SBT/BHP process

**Monitoring:**

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, SSCC, and Coaches.  
Adaptive technology usage and proficiency reports monitored by teachers, coaches, and administration

**Person responsible**

Elena Villani (elena.villani@palmbeachschools.org)

**for monitoring outcome:**

- 1) Professional Learning Communities: collaborative planning and PLCs to engage in strategic, focused professional development, data analysis to strengthen standards-based instruction.
- 2) Adaptive Technology: Implementing iReady, SuccessMaker, Imagine Learning f, I Station to close the achievement gap through remediation or acceleration.
- 3) ESOL Support: ESOL teachers during the ELA block utilize Go to Strategies and by the Community Language Facilitators during the Science & Math blocks to ensure success.
- 4) Instructional coaching: model, and support providing job-embedded professional development.
- 5) Tiered Support and Response to Interventions: early identification and support of students with learning and behavior needs, providing interventions at increasing levels of intensity to accelerate their rate of learning.
- 6) Parent Liaison: Facilitates communication between parents and schools to help develop the children and families' relationships with the school, cultivate parental interest in their children's schools and activities.

**Evidence-based Strategy:**

Rationale:

- 1) Focused PLC using DuFour's model -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it.
- 2) Adaptive technology allows students to learn at their level, filling in gaps, hitting standards, and enriching.
- 3) With an ELL population of 73%, we realize that students need scaffolds in all content utilizing ELL strategies
- 4) Instructional coaches will use student centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data.
- 5) The master schedule allows for grade level tiered support with an SBT/RtI Resource Teacher, We will have all involved; everyone is a reading teacher
- 6) Our Parent Liaison will work with families to build capacity to support their children with literacy and in preparing them for high stakes testing and ensuring a high rate of daily attendance to maximize learning.

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

- 1) PLCs
  - a) Schoolwide schedule to ensure all grades meet regularly.
  - b) Develop PLC agendas based on data analysis, district scope and sequences, and classroom observations.
  - c) Administration meets weekly with instructional coaches to ensure strategic focus of PLC toward school goals.
  - d) PLC expectations are set to ensure teachers leave with Resources and strategies to enhance instruction

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

2. Adaptive technology
  - a) All students have individual devices and teachers develop a rotational schedule to ensure equitable access to adaptive technology
  - b) Reading and Math Labs on Fine Arts Wheel K-5
  - c) Teachers utilize the accompanying resources to supplement instruction (accelerate and remediate)

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

### 3. ESOL Support K-5

- a) Support schedule ensures equity and access
- b) Using WIDA Go to Strategies, ESOL teachers scaffold grade level content
- c) Oral Language Focus through Fine Arts wheel and small group differentiated instruction
- d) Community Language Facilitator Support within various content areas throughout the day

**Person Responsible** Edna Martinez (edna.martinez@palmbeachschools.org)

### 4. Instructional coaching

- a) Use student centered coaching with data based planning, pre-conferences, observations, co-teaching, post-conference with data.
- b) Build instructional capacity of the teachers by offering tiered/differentiated support of teachers.
- c) Set up model classrooms to highlight instructional best practices and learning environments

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

### 5. Tiered Support, SBT

- a) Following the district's Reading Intervention Handbook, students receive interventions, including SWD.
- b) Research-based interventions are selected based on data and student need, SMART goals are set, and interventionists are assigned.
- c) Pairing of instructional personnel based on strengths to meet the deficiencies of the students

**Person Responsible** Erin Walsh (erin.walsh@palmbeachschools.org)

### 6. Parent Liaison

- a) Operates the resource center for access to resources for use in the home.
- b) Hold workshops with support from teachers and coaches to build capacity of parents to support student achievement.

**Person Responsible** Frances Frye (frances.frye@palmbeachschools.org)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Despite our gains in proficiency in ELA from prior years, the low proficiency rate and lack of learning gains makes ELA an area of focus for us, per House Bill (HB) 7011: Reading Achievement Initiative for Scholastic Excellence (RAISE). By focusing on collaborative standards based planning, instructional coaching to build teacher capacity and professional development around balanced literacy and the reading process, we will increase our ELA proficiency, increasing on grade level reading, and ensuring high school readiness.

**Measurable Outcome:**

Our goal is to reach an ELA achievement level of 32% (+5%) on the FSA, to earn ELA learning gains of 65% (+19), and achieve learning gains in ELA for our Low 25 of 70% (+18).

This area of focus will be monitored for the desired outcome through:

- \* PLC agendas and minutes
- \* Lesson plan review
- \* Classroom walkthroughs

**Monitoring:**

- \* Coaching logs
- \* Weekly coaches' meetings
- \* Data chats with teachers and students
- \* Data analysis of FSQs, USAs, adaptive technology reports, District diagnostic assessments, etc.

**Person responsible for monitoring outcome:**

Elena Villani (elena.villani@palmbeachschools.org)

**Evidence-based Strategy:**

- 1) Professional Learning Communities: collaborative planning and PLCs to engage in strategic, focused professional development, data analysis to strengthen standards-based instruction.
- 2) Instructional coaching: model, and support providing job-embedded professional development.

**Rationale for Evidence-based Strategy:**

- 1) Focused PLC using DuFour's model -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it.
- 2) Instructional coaches will use student centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data.

**Action Steps to Implement**

PLCs

- a) Schoolwide schedule to ensure all grades meet regularly.
- b) Develop PLC agendas based on data analysis, district scope and sequences, and classroom observations.
- c) Administration meets weekly with instructional coaches to ensure strategic focus of PLC toward school goals.
- d) PLC expectations are set to ensure teachers leave with Resources and strategies to enhance instruction

**Person Responsible**

Elena Villani (elena.villani@palmbeachschools.org)

Instructional coaching

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

- b) Build instructional capacity of the teachers by offering tiered/differentiated support of teachers.
- c) Set up model classrooms to highlight instructional best practices and learning environments

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

### 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.

**Highland Elementary received a ranking of "low". We are #418 out of 1395 elementary statewide, #36 out of 82 ranked elementary schools in the county. We had 3% incidents for our 1091 enrolled students. When looking at the incident details, we ranked low for violent incidents. The incidents were bullying and fighting. When looking at the property incidents we ranked very high with 9% however when analyzing our school discipline data our findings do not show any property incident for 2019. Highland has zero incidents for drug/public order. In 2019 we had 35 out of school suspensions which is 4 less than 2018.**

**School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive "I got caught" tickets and there is a monthly drawing per grade level to recognize students of character. Our Mental Health Team has established a "Kids Corner" for the students who are seeking some social emotional support prior to the start of the school day. After school there is a "Kids Corner" google classroom where students may join virtually to meet with the Behavioral Health Professional and the Child Associate to build coping strategies. Throughout the school we have posters to support students in expressing their emotions and feelings. Additionally the morning news featuring our Behavioral Health Professional and a School Counselor is used to promote positive behavior, respect, kindness, and an overall positive sense of community.**

**At Highland it is our mission to develop world class citizens and the aforementioned programs and partnerships are just a few examples of how we work toward that. FY 22 Guidance Counselors are no longer on the fine arts wheel so that they are able to respond more quickly and readily respond to social emotional needs of our students.**

## 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.

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

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive "I got caught" tickets and there is a monthly drawing per grade level to recognize students of character. Additionally the morning news featuring our Behavioral Health Professional and a School Counselor is used to promote positive behavior, respect, kindness, and an overall positive sense of community.

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

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political

conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

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

The Highland community takes deep pride in its Dual Language (Spanish/English) Program, its rich Team USA Grant Funded Music Program (World Drumming, Beginning and Advanced Band, Handbell, Orff Ensemble, Recorder Program, Chorus). Our students have had the opportunity to perform at local events such as the Lake Worth Street Painting Festival and a community literacy event. Our students are also invited annually to the districts Spotlight on Young Musicians held at the Kravis Center.

Highland collaborates with community partners such as Bridges, the Guatemalan Mayan Center, and Adopt A Family to provide resources to set the students and their families up for success: housing, counseling, parenting classes, health, wellness, and safety workshops. Providing wrap around services for the families ensures that the students are most ready to engage in the learning and are active participants in the positive culture we have established at Highland.

Highland has been the recipient of many generous grants to support literacy and academic success from organizations such as the Pew Foundation to prevent Summer Slide and support students during distance learning, the Ventus Charitable Foundation to support oral language development for our English Language Learners, and the Ben Carson Foundation to support the development of a student reading room on campus.

-Administration will communicate expectations while monitoring, providing support, and feedback as needed.

-Instructional staff will execute and provide continuous instruction on expectations with timely feedback or celebrating successes.

-Non-Instructional staff will execute, provide continuous instruction and acknowledge student positive behaviors utilizing the Feather System.

-Guidance and BHP will ensure appropriate monitoring of student behaviors while supporting Tier 2 and Tier 3 students with targeted classroom guidance lessons.

-SAC will support by ensuring we maintain focus on creating a single school culture of excellence promoting student achievement & support school improvement to include all students in an equal and equitable manner.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Student Engagement</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	370-Communications	0671 - Highland Elementary School	School Improvement Funds	990.0	\$0.00
			<i>Notes: To enhance community and parent engagement and communication</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	0671 - Highland Elementary School	School Improvement Funds		\$0.00
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$0.00</b>