Highland Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

https://hges.palmbeachschools.org

Demographics

Principal: Frances Frye

Start Date for this Principal: 7/21/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: C (51%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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 Palm Beach 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.](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)	**2021-22 Title I School**	**2021-22 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	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, emotional, academic, and social needs are met … WE SEE YOU!

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Name	Position Title	Job Duties and Responsibilities
		Analyzes districtwide common assessments and presents to teachers in PLCs as well as it is reviewed in the weekly admin meetings. Next steps are determined based on data. The AP also adds current data to the Pupil Progression Tracking sheet and is used in data chats to analyze each student's performance and determine next steps. 2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. 3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content. 4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration.They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC. 5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.
Hewitt, Martina	Assistant Principal	1) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which are lead by Ms. McKnight for primary and Ms. Eldridge for intermediate grades where clear, measurable goals are set for individual students and their progress is monitored toward those goals. Analyzes districtwide common assessments and presents to teachers in PLCs as well as it is reviewed in the weekly admin meetings. Next steps are determined based on data. The AP also adds current data to the Pupil Progression Tracking sheet and is used in data chats to analyze each student's performance and determine next steps. 2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. 3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.

Name	Position Title	Job Duties and Responsibilities
		4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration.They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC. 5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.
Wise, Susan	Instructional Coach	Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which are lead by Ms. McKnight for primary and Ms. Eldridge for intermediate grades where clear, measurable goals are set for individual students and their progress is monitored toward those goals. Analyzes districtwide common assessments and presents to teachers in PLCs as well as it is reviewed in the weekly admin meetings. Next steps are determined based on data. The AP also adds current data to the Pupil Progression Tracking sheet and is used in data chats to analyze each student's performance and determine next steps. Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. Curriculum: Through classroom walkthroughs and data chats with teachers, Single School Culture Coordinator (SSCC) monitors that teachers adhere to state and district curriculum standards, and ensures that students have the opportunity to learn critical content. Cooperation & Collaboration: attends PLC and works to foster a climate of 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. 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.

Name	Position Title	Job Duties and Responsibilities
Salas, Vilma Patricia	Other	Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. Also, coaches will guide teachers in planning for systematic, explicit standards based instruction. They will help the teachers plan for appropriate scaffolds to meet student needs, as well as assist teachers in executing aggressive monitoring and corrective feedback. 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.
Navarro, Diana	Math Coach	Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. Also, coaches will guide teachers in planning for systematic, explicit standards based instruction. They will help the teachers plan for appropriate scaffolds to meet student needs, as well as assist teachers in executing aggressive monitoring and corrective feedback. 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.
Fado, Lindsey	Reading Coach	Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. Also, coaches will guide teachers in planning for systematic, explicit standards based instruction. They will help the teachers plan for appropriate scaffolds to meet student needs, as well as assist teachers in executing aggressive monitoring and corrective feedback. 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.
Lancho Fazio, Luis	Reading Coach	Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. Also, coaches will guide teachers in planning for systematic, explicit standards based instruction. They will help the teachers plan for appropriate scaffolds to meet student needs, as well as assist teachers in executing aggressive monitoring and corrective feedback. 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.

Demographic Information

Principal start date
Thursday 7/21/2022, Frances Frye

Number of teachers with a 2022 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 2022 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.*

36

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

934

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	132	158	158	151	191	0	0	0	0	0	0	0	913
Attendance below 90 percent	47	55	44	54	36	58	0	0	0	0	0	0	0	294
One or more suspensions	1	6	12	7	5	15	0	0	0	0	0	0	0	46
Course failure in ELA	0	38	84	131	46	81	0	0	0	0	0	0	0	380
Course failure in Math	0	28	67	117	27	42	0	0	0	0	0	0	0	281
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	86	63	100	0	0	0	0	0	0	0	249
Level 1 on 2022 statewide FSA Math assessment	0	0	0	75	71	122	0	0	0	0	0	0	0	268
Number of students with a substantial reading deficiency	55	66	96	96	106	112	0	0	0	0	0	0	0	531

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	39	79	90	104	82	123	0	0	0	0	0	0	0	517

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	56	0	0	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 8/5/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	59%	56%				34%	58%	57%
ELA Learning Gains	53%						55%	63%	58%
ELA Lowest 25th Percentile	54%						50%	56%	53%
Math Achievement	31%	53%	50%				57%	68%	63%
Math Learning Gains	45%						70%	68%	62%
Math Lowest 25th Percentile	41%						65%	59%	51%
Science Achievement	14%	59%	59%				25%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	20%	54%	-34%	58%	-38%
Cohort Comparison		0%				
04	2022					
	2019	41%	62%	-21%	58%	-17%
Cohort Comparison		-20%				
05	2022					
	2019	29%	59%	-30%	56%	-27%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	65%	-21%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-44%				
05	2022					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	51%	-30%	53%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	42	47	18	43	46					
ELL	27	52	52	30	44	44	12				
AMI	23	45		27	36						
BLK	36	61		22	51	58	15				
HSP	28	51	53	34	44	38	12				
WHT	25			25							
FRL	29	53	53	31	45	41	14				

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					
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40

ESSA Federal Index	
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	55
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	36
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021 FSA results compared to 2022 FSA results:
*ELA proficiency (28% to 29%)
*ELA Learning Gains (46% to 53%)
*ELA Lowest 25% (52% to 54%)
*Math proficiency (29% to 31%)
*Math Learning Gains (30% to 45%)
*Math Lowest 25% (28% to 41%)
*Science proficiency (22% to 14%)

ESSA Sub-groups ELA:
SWD Males 9%
ELL Males 16%
SWD Females 17%
ELL Females 17%

Math

SWD Females 10%
SWD Males 18%
ELL Females 20%
Black Males 18%

As we take a closer look at the FSA results, the following area illuminates as areas of concern in comparing the 2019 school results to the 2022 school results:
*ELA proficiency (34% to 29%)
*ELA Learning Gains (55% to 53%)
*ELA Lowest 25% (50% to 54%)
*Math proficiency (57% to 31%)
*Math Learning Gains (70% to 45%)
*Math Lowest 25% (65% to 41%)
*Science proficiency (25% to 14%)

As a result of this data, it is clear that students have made little to no academic growth, especially in the areas of Math and Science, in which in the past they have shown some promising scores. As we know, reading is the foundation of all learning and must be addressed in our goal overall. The school has the potential to increase learning gains and proficiency based on the FY21 to FY22 data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When reviewing our ESSA Federal Index Percentage Points, the entire school the overall score was below 40%. When taking a deep dive into the FSA data, we can see that the results of the lack of proficiency are in most of the subgroups. The following subgroups have less than 41% of the population proficient and the following are at or below 20%:
ELA
SWD Males 9%
ELL Males 16%
SWD Females 17%
ELL Females 17%

Math
SWD Females 10%
SWD Males 18%
ELL Females 20%
Black Males 18%

This data shows that ELL students and SWD are amongst the most severely underperforming subgroups in both reading and math and Black males in Math only. It is important to understand who these students are and their areas of weaknesses so that we differentiate their instruction and provide additional training and practice.
When looking at progress monitoring data (iReady/FSA PYG), we see that the above subgroups also demonstrated a decline over the FY22 school year.

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

Contributing Factors:
High teacher turnover rate leading to less experienced teachers
High number of absences due to adhering to COVID protocols for teachers and students.
Building teacher capacity
Lack of ownership in planning

Lack of equity of resources
Unfinished learning
Subgroups: ESOL/SWD
Math foundational skills
Lack of consistent science implementation with fidelity
Lack of explicit instruction and scaffolding in reading

New Actions:
Targeted Reading Coach for K-3 and 4-5, K-5 Dual Coach, and K-5 Math Coach
K-3 Reading Coach to attend Literacy Coach Bootcamp
Soluciones Talk-Read-Talk-Write PD for all Instructional Staff
AVID Summer Institute for ESOL Team members and 1 administrator
Training with Wilson
2 SAI teachers to support targeted grade levels/students
1 Accelerated Teacher (ESSR position)
Explicit Instruction/Scaffolded Instruction
Analyze student data in PLCs to determine the level of support needed from intense to moderate,
gradually releasing ownership of learning to the student
Strategically Scheduling for ESE and ESOL support
SSCC coaching cycles (Science)

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When looking at state assessment comparison, our increase was noticed
*4th Grade ELA proficiency (29% to 39%) FY21-FY22

When looking at FY22 progress monitoring data and our subgroups we notice:
*iReady data shows whites went up
*ELA FSA PYG shows increases for SWDs and blacks
*Math FSA PYG shows increases for SWDs and blacks

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

A contributing factor was that fourth grade collaboratively organized the roll out of instruction to ensure a deep dive into the standards. Teachers devoted time to plan with fidelity the implementation of strategies and action steps. AVID played a strong role in ensuring the organizational tools to support student learning.

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

In the 2022-2023 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) Instructional Coaches and administrators will assist with data analysis to drive instruction
3) PLCs will focus on the implementation of the new Florida's B.E.S.T. Standards with fidelity (reflected in instruction, student work, etc.)
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) 3 Reading Recovery teachers to target our 1st graders that are reading below grade level. One of our RR teachers will target Spanish Speaking students
7) Strategic student placement of level 4 and 5 students for targeted acceleration in grades 4 and 5 in

ELA and Math
8) Science Coach/SSCC to lead Science PLCs with a focus on fair-game benchmarks for 4th grade, hands-on Science Lab for grades 4-5
9) A 2nd SBT leader to implement and monitor the progress
10) Employ academic tutors to support differentiated, small group instruction in the core subjects

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) Small group differentiated instruction
2) Benchmark Advance/Adelante
3) AVID
4) Florida's B.E.S.T. Standards
5) Fair Game Benchmark
6) IXL for Science
7) Reflex Math for fluency
8) Soluciones Strategies Talk, Read, Talk, Write
9) 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
10) Data Analysis
11)Explicit Instruction
12) Scaffolding Instruction

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, explicit instruction planning, scaffolded instruction 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.
7) Adaptive technology in ELA, Math, and Science

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	When looking at our 2021 FSA results compared to 2022 FSA results: *ELA proficiency (28% to 29%) *ELA Learning Gains (46% to 53%) *ELA Lowest 25% (52% to 54%) *Math proficiency (29% to 31%) *Math Learning Gains (30% to 45%) *Math Lowest 25% (28% to 41%) *Science proficiency (22% to 14%) As we take a closer look at the FSA results, the following area illuminates as areas of concern in comparing the 2019 school results to the 2022 school results: *ELA proficiency (34% to 29%) *ELA Learning Gains (55% to 53%) *ELA Lowest 25% (50% to 54%) *Math proficiency (57% to 31%) *Math Learning Gains (70% to 45%) *Math Lowest 25% (65% to 41%) *Science proficiency (25% to 14%) As a result of this data, it is clear that students have made little to no academic growth, especially in the areas of Math and Science, in which in the past they have shown some promising scores. As we know, reading is the foundation of all learning and must be addressed in our goal overall. The school has the potential to increase learning gains and proficiency based on the FY21 to FY22 data. Our instructional priorities in alignment with the District's Strategic Plan are to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. Also, use trends in student data and work samples to identify learning needs in order to adjust. Our goal is to ensure academic growth & success for all.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student learning outcomes: ESSA & Overall By 02/23, Hispanics, Natives, ELLs, FRLs, and SWDs and the school will increase proficiency by 10% from the baseline data results from Progress Monitoring #1. By 05/23, Hispanics, Natives, ELLs, FRLs, and SWDs will increase proficiency by 15% from the baseline data results from Progress Monitoring #1. To get out of the "School Improvement " status by May of 2023, our overall proficiency goals are: ELA Achievement 40%. Math Achievement 50%. Science 35% Teacher practice outcomes: By 02/23, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and the Seidlitz's Talk-Read-Talk-Write By 05/23, 100% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and the Seidlitz's Talk-Read-Talk-Write

Coaching outcomes:
By 02/23, the number of teachers receiving Tier 1 support will decrease by 50%.
By 04/23, the number of teachers receiving Tier 1 support will decrease by 90%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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 that will ensure monitoring for implementation & monitoring for impact.
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
Adaptive technology usage and proficiency reports are monitored by teachers, coaches, and administration
Data Chats with teachers one on one discussing each student and their progress

Person responsible for monitoring outcome:

Frances Frye (frances.frye@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1) Professional Learning Communities (PLC) to engage in strategic planning towards explicit standards-based instruction and data analysis to drive instruction.
2) Adaptive Technology: Implementing iReady, Imagine Learning, and iStation 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 (Hispanics, Natives, ELLs)
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 (Hispanics, Natives, ELLs, FRLs, and SWDs)
6) Parent Liaison facilitates communication between parents and schools to develop relationships with the school and cultivate parental interest in their children's schools and activities.
7) Seidlitz's Talk-Read-Talk-Write to support students' acquisition of standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used

1) Focused PLC using DuFour's model based on 4 questions & 4pillars to plan instruction, and assess student progress.
2) Adaptive technology provides standard-based remediation & enrichment.
3) Our ELL 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, and 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

for selecting this strategy.

6) Our Parent Liaison will work with families to build the capacity to support their children with literacy in preparing them for high-stakes testing and ensuring a high rate of daily attendance to maximize learning.
7) Talk, Read, Talk, Write (TRTW) is a practical approach to classroom instruction that helps students meet and exceed the state standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) PLCs
a) Schoolwide schedule to ensure all grades meet regularly.
b) Agendas are developed based on data analysis, district scope and sequences, and classroom observations.
c) Administration meets weekly with instructional coaches to ensure the strategic focus of PLC toward school goals.
d) Common planning templates are utilized to ensure consistency and continuity of explicit standards-based instruction
e) PLC expectations are set to ensure teachers leave with resources and strategies to enhance instruction
f) Monitoring for implementation will occur through Administration's participation in content-specific PLCs. Teacher participation within PLCs. Monitoring for impact will occur through classroom walks and standardized assessment data.

Person Responsible   Martina Hewitt (martina.hewitt@palmbeachschools.org)

2. Adaptive technology
a) All students are assigned individual devices.
b) Teachers develop a rotational schedule to ensure equitable access to adaptive technology.
c) Reading Lab established during the Fine Arts Wheel K-5. Students are expected to focus on achieving their growth goals. The lab allows for the additional time dedicated to this. The reading Lab tutor supports the students as needed.
d) Teachers utilize the accompanying resources to supplement instruction (accelerate and remediate) through small group differentiated instruction.
e) Monitoring for implementation will occur through Administration's participation in classroom walks and reviewing of usage reports, and review of lesson pass rate weekly. Monitoring for impact will occur through analysis of Adaptive Technology Diagnostic data (beginning of the year vs end of the year).

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

3. ESOL Support K-5
a) Collaborative partnership developed with Multicultural ESOL Specialist to ensure teachers are offering appropriate "Go to Strategies" to enhance student learning.
b) ESOL resource teachers follow the "push-in" model to support student learning through scaffolding instruction. The support schedule is developed to ensure equity and access for all ELLs.
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.
e) ESOL teachers participate during PLCs to collaborate & offer expertise in the support of ELLs.
f) Monitoring for implementation will occur through Administration's participation in content-specific PLCs. Teacher participation within PLCs. Monitoring for impact will occur through classroom walks and standardized assessment data.

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

4. Instructional Coaching
a) Collaborative partnership developed with Central Instructional Support Team to ensure coaches and teachers are understanding the standards to teach them explicitly and ensure the use of appropriate scaffolds.
b) Coaches will be trained in the coaching cycle, coaching protocols, and Get Better Faster.

c) Use student-centered coaching with data-based planning, pre-conferences, observations, co-teaching, and post-conference with data.
d) Build the instructional capacity of the teachers by offering tiered/differentiated support teachers.
e) Coaches will provide teachers with the tools and resources for the development of using aggressive monitoring and corrective feedback to develop student learning.
e) Set up model classrooms to highlight instructional best practices and learning environments
f) Monitoring for implementation will occur through the Administration's observation of the Coaching model & meet with teachers & coaches to provide feedback on the next steps.
Monitoring for impact will occur through classroom walks and standardized assessment data.
g) Coaches will model how to scaffold and provide explicit instruction

Person Responsible   Martina Hewitt (martina.hewitt@palmbeachschools.org)

5. Tiered Support, SBT
a) Following the district's Reading Intervention Handbook, students receive individualized interventions, including SWDs.
b) Research-based interventions are selected based on data and student needs, SMART goals are set, and interventionists are assigned.
c) Pairing of instructional personnel based on strengths to meet the deficiencies of the students.
d) Monitoring for implementation will occur through the discussion during weekly SBT. The administration will provide input & feedback.
Monitoring for impact will occur through the analysis of students' progress to meet their goals.

Person Responsible   [no one identified]

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 the capacity of parents to support student achievement.
c) Monitoring for implementation will occur through parent attendance and School Environment Qualifier results (SEQ).
Monitoring for impact will occur through the analysis of students' progress.

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

7. Seidlitz's Talk-Read-Talk-Write
a) Admin, Coaches, and teachers will participate in the regional professional development
b) Participants will experience the TRTW approach as learners themselves and receive step-by-step instructions on how to implement the approach using actual classroom examples. Other training topics include: how to facilitate structured conversations
c) PLCs will dedicate time towards the planning & execution of using TRTW.
d) Monitoring for implementation will occur through Administration's participation in content-specific PLCs. Teacher participation within PLCs. Monitoring for impact will occur through classroom walks, improved student oral language, and standardized assessment data.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state
assessment. According to iReady FY 22 data 15% of our incoming third grade students are reading at an on-grade level data. FY22 Spring iReady Diagnostic results also shows that our overall primary grades proficiency is low.

*Kindergarten 65% Proficient
*First Grade 25% Proficient
*Second Grade15% Proficient

The diagnostics also gives us data to support a lack of proficiency in foundational skills.
Phonological awareness- 74% Proficient
Phonics- 49% Proficient
High-Frequency Words- 64% Proficient
Vocabulary- 49% Proficient

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

When looking at our 2021 FSA results compared to 2022 FSA results:
*ELA proficiency (28% to 29%)
*ELA Learning Gains (46% to 53%)
*ELA Lowest 25% (52% to 54%)

As we take a closer look at the FSA results, the following area illuminates as areas of concern in comparing the 2019 school results to the 2022 school results:
*ELA proficiency (34% to 29%)
*ELA Learning Gains (55% to 53%)
*ELA Lowest 25% (50% to 54%)

Our instructional priorities in alignment with the District's Strategic Plan are to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. Also, use trends in student data and work samples to identify learning needs in order to adjust. Our goal is to ensure academic growth & success for all.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By 02/23, students will increase proficiency by 15% from the baseline data results from Progress Monitoring #1.
By 05/23, students will increase proficiency by 20% from the baseline data.

Teacher practice outcomes:
By 02/23, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and Seidlitz's Talk-Read-Talk-Write
By 05/23, 100% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and Seidlitz's Talk-Read-Talk-Write

Coaching outcomes:
By 02/23, the number of teachers receiving Tier 1 support will decrease by 50%.
By 04/23, the number of teachers receiving Tier 1

Grades 3-5: Measureable Outcome(s)

ESSA & Overall
By 02/23, Hispanics, Natives, ELLs, FRLs, and SWDs and the school will increase proficiency by 15% from the baseline data results from Progress Monitoring #1.
By 05/23, Hispanics, Natives, ELLs, FRLs, and SWDs will increase proficiency by 20% from the baseline data.

To get out of the "School Improvement " status by May of 2023, our overall proficiency goals are:
ELA Achievement 40%
Math Achievement 50%
Science Achievement 35%

Teacher practice outcomes:
By 02/23, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and the Seidlitz's Talk-Read-Talk-Write
By 05/23, 100% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and the Seidlitz's Talk-Read-Talk-Write

Coaching outcomes:

By 02/23, the number of teachers receiving Tier 1 support will decrease by 50%.
By 04/23, the number of teachers receiving Tier 1

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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 that will ensure monitoring for implementation & monitoring for impact.
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
Adaptive technology usage and proficiency reports are monitored by teachers, coaches, and administration

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Frye, Frances, frances.frye@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1) Professional Learning Communities (PLC) to engage in strategic planning towards explicit standards-based instruction and data analysis to drive instruction.
2) Adaptive Technology: Implementing iReady, Imagine Learning, and iStation 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 (Hispanics, Natives, ELLs)
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 (Hispanics, Natives, ELLs, FRLs, and SWDs)
6) Parent Liaison facilitates communication between parents and schools to develop relationships with the

school and cultivate parental interest in their children's schools and activities.
7) Seidlitz's Talk-Read-Talk-Write to support students' acquisition of standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

1) Focused PLC using DuFour's model based on 4 questions & 4pillars to plan instruction, and assess student progress.
2) Adaptive technology provides standard-based remediation & enrichment.
3) Our ELL 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, and 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 the capacity to support their children with literacy in preparing them for high-stakes testing and ensuring a high rate of daily attendance to maximize learning.
7) Talk, Read, Talk, Write (TRTW) is a practical approach to classroom instruction that helps students meet and exceed the state standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrators and Instructional Coaches. Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction; intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Frye, Frances, frances.frye@palmbeachscools.org
1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs	Frye, Frances, frances.frye@palmbeachschools.org

1) PLCs
a) Schoolwide schedule to ensure all grades meet regularly.
b) Agendas are developed based on data analysis, district scope and sequences, and classroom observations.
c) Administration meets weekly with instructional coaches to ensure the strategic focus of PLC toward school goals.
d) Common planning templates are utilized to ensure consistency and continuity of explicit standards-based instruction
e) PLC expectations are set to ensure teachers leave with resources and strategies to enhance instruction
f) Monitoring for implementation will occur through Administration's participation in content-specific PLCs. Teacher participation within PLCs. Monitoring for impact will occur through classroom walks and standardized assessment data.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.