

Duval County Public Schools

# Highlands Elementary School



2022-23 Schoolwide Improvement Plan

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# Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

<http://www.duvalschools.org/highlands>

## Demographics

**Principal: Natalya Richie**

Start Date for this Principal: 7/1/2022

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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* Black/African American Students* Hispanic Students* Multiracial Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (43%) 2018-19: C (46%) 2017-18: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

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## Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

<http://www.duvalschools.org/highlands>

### 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	92%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.

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

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

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

### School Leadership Team

#### Membership

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
Richie, Natalya	Principal	

### Demographic Information

#### Principal start date

Friday 7/1/2022, Natalya Richie

**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.*

**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.*

4

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

19

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

424

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

10

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

6

#### 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	68	75	48	76	49	62	0	0	0	0	0	0	0	378
Attendance below 90 percent	10	31	20	28	16	26	0	0	0	0	0	0	0	131
One or more suspensions	0	1	1	1	2	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	2	3	2	0	0	0	0	0	0	0	0	10
Course failure in Math	0	2	2	1	2	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	19	22	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	15	26	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	1	23	29	47	0	0	0	0	0	0	0	0	0	100

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	1	24	28	43	12	21	0	0	0	0	0	0	0	129

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	1	3	1	4	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	1	1	1	3	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Sunday 8/21/2022

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	51	52	76	65	43	66	0	0	0	0	0	0	0	353
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	5	8	1	10	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	51	52	76	65	43	66	0	0	0	0	0	0	0	353
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	5	8	1	10	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	50%	56%				24%	50%	57%
ELA Learning Gains	43%						44%	56%	58%
ELA Lowest 25th Percentile	65%						59%	50%	53%
Math Achievement	37%	48%	50%				45%	62%	63%
Math Learning Gains	54%						62%	63%	62%
Math Lowest 25th Percentile	46%						62%	52%	51%
Science Achievement	26%	59%	59%				28%	48%	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%	51%	-31%	58%	-38%
Cohort Comparison		0%				
04	2022					
	2019	20%	52%	-32%	58%	-38%
Cohort Comparison		-20%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	24%	50%	-26%	56%	-32%
Cohort Comparison		-20%				

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	47%	61%	-14%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	64%	-26%
Cohort Comparison		-47%				
05	2022					
	2019	35%	57%	-22%	60%	-25%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	22%	49%	-27%	53%	-31%
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	21	48	80	40	62		21				
ELL	42			58							
BLK	24	41	65	30	45	43	20				
HSP	28			53							
MUL	48	57		65	93						
FRL	27	46	68	33	51	55	27				

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	30	42		39	50		31				
ELL	31			38							
BLK	25	41	36	29	41	40	12				
HSP	47			44			30				
MUL	35	23		53	23		23				
FRL	27	38	46	33	39	45	16				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	52		49	71	91					
ELL											
BLK	21	44	60	40	62	63	29				
HSP	13			47							
WHT	33	64		67	71						
FRL	21	43	65	45	65	63	29				

### 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)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Literacy is a barrier for all grade levels.

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

Literacy  
Mathematics

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

Covid, attendance barriers, high teacher turnover

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

Literacy had the most improvement in growth and BQ growth

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

Reading Coach push in support  
Reading Coach provided weekly standards based common planning  
Frequent walk throughs with feedback from Admin and coaching  
Learning walks  
Targeted literacy leadership across all grade levels. Targeted reading interventions.  
Phonics instruction instruction daily K-3. Progress Monitoring. Implemented tier 2 interventions corrective reading and reading mastery programs with fidelity  
Lesson Arc/standards based planning and instruction  
Celebrated students progress

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

1. Targeted PD for all teachers
2. Continue use of Tier Reading and Math programs with fidelity
3. Continuous monitoring of best practice and standards based planning instruction
4. Incentives for progress in all academic areas including attendance
5. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

**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. Standards Based Planning and instruction
2. VE/Teacher collaboration
3. Data Analysis
4. Corrective Reading/Reading Mastery Implementation
5. Best practices, teaching strategies for accelerating growth in lowest 25% percentile

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

1. Reading/Math Interventionist push ins
2. Assigned tutors to students who made a level 1 on FSA ELA assessment
3. After school tutoring for math and reading
4. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

### **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 B.E.S.T. Standards****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

B.E.S.T. is new to our K-5 team. As a result, teachers will need opportunity to review the benchmarks, see benchmark in action with various curriculum, navigate the benchmarks.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Student Performance on STAR, and FAST assessments.  
Student Performance on Curriculum Assessment

**Monitoring:**

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

Benchmark Walk Through Tool  
Focus Evaluative and Non Evaluative observations conducted by Principal

**Person responsible for monitoring outcome:**

Natalya Richie (richien1@duvalschools.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Time to plan and collaborate with peers and building leadership.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together.  
Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.  
It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' metacognitive skills.

**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.

Conduct weekly admin led common planning  
Provide time daily for teachers to plan individually  
Monthly PLCs  
Focus classrooms walkthroughs for teachers  
Provide time for teachers to attend District Professional development  
Create time for teachers to review B.E.S.T. and Curriculum

**Person Responsible**

Natalya Richie (richien1@duvalschools.org)

Provide time daily for teachers to plan individually

**Person Responsible**

Natalya Richie (richien1@duvalschools.org)

Monthly PLCs



**Person Responsible** Sheila Thompkins (mcknights@duvalschools.org)

Focus classrooms walkthroughs for teachers

**Person Responsible** Natalya Richie (richien1@duvalschools.org)

Provide time for teachers to attend District Professional development

**Person Responsible** Natalya Richie (richien1@duvalschools.org)

Create time for teachers to review B.E.S.T. and Curriculum

**Person Responsible** Natalya Richie (richien1@duvalschools.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

School Level Literacy Leadership Teams (Professional learning, Literacy Walks, Collaborative planning, Learning walks across schools, model classrooms)

UFLI Intervention

K-2 Reading Interventionist

Benchmark Aligned Common Planning/Instruction

IXL

Flocabulary

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

School Level Literacy Leadership Teams (Professional learning, Literacy Walks, Collaborative planning, Learning walks across schools, model classrooms)

Freckle Blended Learning Intervention

Achieve 3000

3-5 Reading Interventionist

Benchmark Aligned Common Planning/Instruction

IXL

Flocabulary

**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)**

STAR Monthly Assessments

Waterford Diagnostics

Iready Diagnostics

Dibels

**Grades 3-5: Measureable Outcome(s)**

Freckle Monthly Assessments

Achieve 3000

District Benchmark Assessments

**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.

1. Conduct daily learning walks, provide timely feedback with next steps and systems of supports
2. Analyse data reports to determine growth, barriers, next steps.
3. Review student work during Professional Learning

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Richie, Natalya, richien1@duvalschools.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?

Freckle Differentiated Learning Platform

Iready Differentiated Learning Platform

Waterform Learning Platform

**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?

They are differentiated and provide optimum intervention at students ability levels.

**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
Literacy Leadership	Richie, Natalya, richien1@duvalschools.org
Professional Learning	Richie, Natalya, richien1@duvalschools.org

## 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.

Highlands Elementary involves parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of or school by holding regularly scheduled monthly SAC meetings and workshops. All parents are invited to attend the meetings and workshops. Meetings and workshops are announced via school website, newsletter, marquee, and School Messenger automated phone system. SAC has an important role of helping to develop the School Improvement Plan (SIP) and the Parent and Family Engagement Plan (PFEP). Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. A copy will be available for viewing in the Main Office. Individual hard copies will be available upon request.

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

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

Setting the daily tone and model best professional practices, communicate, implement, monitor, and carry out collective mission and vision

Principal - Natalya Richie-Graham

Assistant Principal - Jeremy Greene

Providing Highly Effective Customer Service Practices

Data Entry Clerk- Latoria Vereen

Bookkeeper - Veranda Teal