

The School District of Palm Beach County

Highland Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

<https://hges.palmbeachschools.org>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Frye, Frances	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Frye must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p> <p>Principal Frye guides Highland's leadership team in five key domains:</p> <ul style="list-style-type: none"> * Data Driven Student Achievement, * Continuous Improvement of Instruction, * Curriculum, * Cooperation & Collaboration, and * School Climate. <p>Her team, which is made up of two Assistant Principals, five Instructional Coaches, and one Administrative Support team member, weekly to set measurable goals, define responsibilities, articulate action plans, and share results.</p> <p>Specifically Principal Frye leads her team as follows:</p> <ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>regularly through SAC meetings, parent engagement surveys, and school effectiveness questionnaires and informally as the administration is always willing to sit with stakeholders and provide them an opportunity to share their thoughts.</p> <p>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.</p>
Hewitt, Martina	Assistant Principal	<p>As Assistant Principal, Mrs. Hewitt supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p> <p>1) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which is lead by Ms. Eldridge 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.</p> <p>2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.</p> <p>3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.</p> <p>4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>

Name	Position Title	Job Duties and Responsibilities
Martinez, Edna	Assistant Principal	<p>As Assistant Principal, Mrs. Martinez supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p> <p>1) Data Driven Student Achievement: Assistant Principals sit on weekly school based team meetings which is lead by Ms. Eldridge 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.</p> <p>2) Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.</p> <p>3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content.</p> <p>4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video taped teaching samples during PLC.</p> <p>5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote the school wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily at building a school climate in which our vision and mission can be achieved.</p>
Wise, Susan	Instructional Coach	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>improvement decisions, and development of the school-wide culture.</p> <p>Continuous Improvement of Instruction: Principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices.</p> <p>Curriculum: Through classroom walkthroughs and data chats with teachers, Single School Culture Coordinator (SSCC) monitors that teachers adhere to state and district curriculum standards, and ensures that students have the opportunity to learn critical content.</p> <p>Cooperation & 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.</p>
<p>Salas, Vilma Patricia</p>	<p>Instructional Coach</p>	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. 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 will support with the implementation of our schoolwide look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate. 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. Additionally, coaches provide PD trainings as needed.</p>
<p>Fado, Lindsey</p>	<p>Reading Coach</p>	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. 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 will support with the implementation</p>

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		<p>of our schoolwide look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate. 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. Additionally, coaches provide PD trainings as needed.</p>
Lancho Fazio, Luis	Reading Coach	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. 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 will support with the implementation of our schoolwide look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate. 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. Additionally, coaches provide PD trainings as needed.</p>
Kaplan, Erica	Math Coach	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. 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 will support with the implementation of our schoolwide look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate. 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. Additionally, coaches provide PD trainings as needed.</p>
Jones, Deanna	Science Coach	<p>Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. Also,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 will support with the implementation of our schoolwide look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate. 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. Additionally, coaches provide PD trainings as needed.</p>
Haera, Jenna	Other	<p>Data gathering and analysis including but not limited to formative assessments, FSQs, USA, iReady, iStation, Imagine Learning, and progress monitoring. Assisting with the implementation of student data folders and teacher data chats. Supports coaches with the facilitation of PLCs for all content areas.</p>

Instructional coaches support teachers during PLC to ensure that they have all the resources they need to follow the district's scope and sequence. 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 will support with the implementation of our schoolwide look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate. 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. Additionally, coaches provide PD trainings as needed.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year in different capacities.

We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. The PBPA for grades 2-5 will occur twice a year. Concepts About Print for Kinder will occur 3 times a year. Unit assessments will occur at the end of each unit for ELA, Math, and

Science. Additionally, the annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

We will monitor instruction during walkthroughs using the following look fors:

- Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning.
- Teacher provides scaffolds to meet the needs of the students.
- Teacher provides task aligned to the benchmark and intended learning.
- Teacher asks questions to deepen understanding of the intended learning.
- Teachers provides students with opportunities to collaborate.

Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis during PLC,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Monitoring SLL needs through SBT/BHP process,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD)* English Language Learners (ELL)* Native American Students (AMI)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: D 2019-20: C 2018-19: C 2017-18: C</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	54	35	42	52	26	33	0	0	0	242
One or more suspensions	8	1	5	11	8	24	0	0	0	57
Course failure in English Language Arts (ELA)	75	123	74	191	64	72	0	0	0	599
Course failure in Math	33	110	54	122	44	83	0	0	0	446
Level 1 on statewide ELA assessment	0	0	0	141	50	78	0	0	0	269
Level 1 on statewide Math assessment	0	0	0	105	48	82	0	0	0	235
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	20	18	141	50	78	0	0	0	325

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	50	111	58	166	64	95	0	0	0	544

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	46	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	55	44	54	36	58	0	0	0	294
One or more suspensions	1	6	12	7	5	15	0	0	0	46
Course failure in ELA	0	38	84	131	46	81	0	0	0	380
Course failure in Math	0	28	67	117	27	42	0	0	0	281
Level 1 on statewide ELA assessment	0	0	0	86	63	100	0	0	0	249
Level 1 on statewide Math assessment	0	0	0	75	71	122	0	0	0	268
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	55	66	96	96	106	112	0	0	0	531

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	55	44	54	36	58	0	0	0	294
One or more suspensions	1	6	12	7	5	15	0	0	0	46
Course failure in ELA	0	38	84	131	46	81	0	0	0	380
Course failure in Math	0	28	67	117	27	42	0	0	0	281
Level 1 on statewide ELA assessment	0	0	0	86	63	100	0	0	0	249
Level 1 on statewide Math assessment	0	0	0	75	71	122	0	0	0	268
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	55	66	96	96	106	112	0	0	0	531

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	22	53	53	29	59	56	28		
ELA Learning Gains				53			46		
ELA Lowest 25th Percentile				54			52		
Math Achievement*	31	57	59	31	53	50	29		
Math Learning Gains				45			30		
Math Lowest 25th Percentile				41			38		
Science Achievement*	26	54	54	14	59	59	22		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	47	56	59	55			43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	141
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	27	Yes	2	1
AMI	32	Yes	2	
ASN				
BLK	27	Yes	1	1
HSP	28	Yes	2	1
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	38	Yes	1	
FRL	29	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	40	Yes	1	
AMI	36	Yes	1	
ASN				
BLK	43			
HSP	39	Yes	1	
MUL				
PAC				
WHT	41			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	22			31			26					47
SWD	10			15			17				5	34
ELL	19			30			25				5	47
AMI	14			32			33				4	48
ASN												
BLK	32			24			20				5	38
HSP	20			32			28				5	48

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	21			43							3	50
FRL	23			31			28				5	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	53	54	31	45	41	14					55
SWD	14	42	47	18	43	46	0					37
ELL	27	52	52	30	44	44	12					55
AMI	23	45		27	36							47
ASN												
BLK	36	61		22	51	58	15					56
HSP	28	51	53	34	44	38	12					55
MUL												
PAC												
WHT	25			25								73
FRL	29	53	53	31	45	41	14					55

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	46	52	29	30	38	22					43
SWD	14	48	59	16	18	17	4					29
ELL	26	48	53	29	31	41	16					43
AMI	23	47		20	35		13					32
ASN												
BLK	26	34		19	30		14					42
HSP	28	49	54	32	30	31	23					44
MUL												
PAC												
WHT	39	30		24	10		40					31

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	27	46	54	29	29	38	21					43

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	56%	-31%	54%	-29%
04	2023 - Spring	36%	58%	-22%	58%	-22%
03	2023 - Spring	14%	48%	-34%	50%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	57%	-29%	59%	-31%
04	2023 - Spring	22%	52%	-30%	61%	-39%
05	2023 - Spring	35%	56%	-21%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	51%	-29%	51%	-29%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups from SY19-SY23:

ELA KG GR1 GR2
 PM1 22% 25% 28%
 PM3 29% 35% 29%

ELA
 SY23 GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks Natives
 PM1 10% 3% 15% 15% 3% 3% 8% 10% 12% 0%
 PM3 23% 14% 36% 25% 9% 11% 21% 22% 35% 8%

ELA GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks AMI
 SY22 29% 22.5% 38.5% 25% 14% 27% 28% 29% 36% 23%
 SY21 26% 25% 28% 24% 14% 26% 28% 27% 26% 23%
 SY19 34% 19.5% 41% 29% 13% 29% 31% 33% 43% 16%

SY19 LGs L25s SY21 LGs L25s SY22 LGs L25s FY23
 ELA 3-5 34% 55% 50% 28% 46% 52% 29% 52% 54% 23%

Math KG GR1 GR2
 PM1 55% 60% 39%
 PM3 55% 59% 38%

Math
 SY23 GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks Natives
 PM1 3% 2% 0% 4% 1% 2% 4% 2% 0% 4%
 PM3 30% 28% 22% 35% 17% 22% 31% 30% 24% 29%

Math GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks AMI
 SY22 31% 30% 42.5% 20% 18% 30% 34% 31% 22% 27%
 SY21 29% 32.5% 26.5% 22.9% 16% 29% 32% 29% 19% 20%
 SY19 57% 43.7% 55.8% 55.6% 29% 58% 59% 58% 47% 53%

SY19 LGs L25s SY21 LGs L25s SY22 LGs L25s SY23
 Math 3-5 57% 70% 65% 29% 30% 28% 31% 45% 41% 30%

Science
 SY23 GR5 SWD ELL HSP FRL Blacks Natives
 22% 14% 0% 23% % 19% 31%

Science GR5 SWD ELL HSP FRL Blacks AMI
 SY22 13% --% 12% 12% 14% 15% --%
 SY21 19.9% 4% 16% 23% 21% 14% 13%
 SY19 21% 11% 20% 24% 25% 25% --%

The data component that showed the lowest performance and least amount of growth between PM1 and PM3 is ELA. A contributing factor is that there were 4 new teachers in 3rd grade, 2 teachers in 4th grade new to teaching 4th ELA, and 2 in 5th grade new to teaching 5th ELA. Another impact was that our 3-5 ELA coach returned to the classroom to fill a 5th grade vacancy. His classroom was used as a model classroom for learning walks; however, the teachers needed more support through the coaching cycle. Also, our Dual Language coach taught classes for teachers who were out on extended leave, which took time away from the coaching cycle. Florida's B.E.S.T. was new for teachers in grades 3-5, so much time

was spent building teacher capacity around explicit instruction when delivering B.E.S.T. benchmarks and appropriate scaffolding.

An identified trend is the ELL and SWD students are the most underperforming subgroups for ELA, Math, and Science. We will continue to support our teachers with using TRTW strategies to scaffold for our students and ensure teachers are explicitly delivering content, concept, or skill that is aligned to the benchmark and intended learning.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was ELA. For SY22, Highland had 29% of students proficient in ELA, and that declined in SY23 to 23% proficient.

When further analyzing the data, the following ESSA subgroups had the greatest decline from the prior year:

ELL: 27%-11% = -16%

HSP: 28%-21% = -7%

FRL: 29%-22% = -7%

SWD: 14%-9% = -5%

Student attendance was also a concern that impacted their achievement:

Number of students absent 10% or more days (total 242):

KG: 54

GR1: 35

GR2: 42

GR3: 52

GR4: 26

GR5: 33

We attribute these declines to the fact that we were not fully staffed for the SY23 school year.

Unfortunately, we had vacancies and this affected us. We had a lack of ESOL teachers to support in the classroom and provide interventions, # of students absent 10% or more days, and we were building teacher capacity around Florida's B.E.S.T., the science of reading, and explicit instruction using appropriate scaffolds. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

Also, the K-2 ELA coach was brand new and our new 3-5 ELA coach was reassigned to a vacant 5th grade position, as a result, the teachers did not receive the coaching support needed throughout the year. Unfortunately, we had vacancies and this affected us. Another concern was that we had many new teachers in these grades. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the professions, as well as, support the veteran teachers with our schoolwide look fors that include strategies to meet the needs of our diverse learners. There was a lack of explicit instruction and appropriate scaffolding because of the need to build capacity.

We will ensure Professional Learning Communities are focused and aligned on the review of data and best

practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLCs we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we

teach effectively to ensure all students are learning (Do); (3) How do we know students are learning

(Reflect);

(4) What do we do when students are not learning or reaching mastery before expectation (Revise).

Teachers

will analyze Florida's B.E.S.T. benchmarks and achievement level descriptors to better understand the full intent of the standard. As well as there will be a tight system for coaching, monitoring for implementation, and monitoring for impact.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the FAST Progress Monitoring data from PM1 to PM3 we see the following data.

ELA Achievement School State

Grade 3 3-14% (+11%) 22-50% (+28%)

Grade 4 15-37% (+22%) 32-58% (+26%)

Grade 5 15-25% (+10%) 34-54% (+20%)

Math Achievement

Grade 3 2-28% (+26%) 9-59% (+50%)

Grade 4 0-23% (+23%) 10-61% (+51%)

Grade 5 4-36% (+32%) 15-55% (+40%)

The data component that had the greatest gap when compared to the state average was third grade ELA. There is a gap of 36% proficient for our third grade students. Contributing factors to this gap are there were new teachers to the grade level and they were inexperienced with the rigor of the standards. The lack of ESOL support also impacted the performance. The students struggled with item type questions such as table matches and multiselect, as well as, the computer based state testing was new for them. Throughout the year, we were building capacity around implementing appropriate scaffolds using TRTW strategies because of our high ELL population and we focused on the planning process. Not only were the teachers learning new state standards, they were learning how to deliver explicit instruction, align appropriate scaffolds, and meet the needs of our diverse learners through targeted small group instruction. We provided them with embedded professional development in PLCs around the science of reading to support our third grade students with foundational skills that they were clearly lacking based on data.

Also, for Math, fourth grade had the greatest gap when compared to the state average. There is a gap of 38% proficient for our fourth grade students. Contributing factors are that data shows they were unclear of the

use of best practices and the proper accommodations for the subgroups, specifically the ELL subgroup. Also, the students who were proficient the previous year were then placed in AMP in 4th grade, so their data does not reflect in the fourth grade overall data. Looking at the 5th grade data for math, we are very close to the state with an 8% difference in proficiency which included students from 4th grade who were in 5th AMP. Also, based on data it was clear that math fluency was a and area of growth.

Which data component showed the most improvement? What new actions did your school take in this area?

Grades 3-5 increases in math achievement:

The data component that showed the most improvement was Math with a 27% increase in proficiency from PM1 (3%) to PM3 (30%).

We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups; Hispanics, Blacks, and FRLs and for the school. As shown below:

PM1 Math PM3 Math

Total 3% 30%

Hispanics 4% 31%

Blacks 0% 24%

FRLs 2% 30%

The new actions our school took which lead to the improvement, was that after PM2 we restructured the math block in order to provide students with more time for application. The teachers delivered explicit instruction, created procedural anchor charts to use during instruction, continued to incorporate manipulatives, attended content clinics around Florida's B.E.S.T. led by the school math coach, we hired two math academic tutors to support during the math blocks, additional resources to allow the students more practice of the standard being taught, and the teachers aggressively monitored in order to provide immediate and corrective feedback.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

10% or more Absence (242)

Course Failure in ELA (599) & Math (446)

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and 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. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

We will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of the Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, value of Medal of Honor recipients

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Creating and Cultivating a Culture of Coaching and Benchmarks (Standards) Based Instruction
Coaching is a priority and will focus on the following look fors: Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning. Teacher provides scaffolds to meet the needs of the students. Teacher provides task aligned to the benchmark and intended learning. Teacher asks questions to deepen understanding of the intended learning. Teachers provides students with opportunities to collaborate.

2. PLCs and Collaborative Planning around Standards Based Instruction

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. We plan to ensure that teachers are provided

with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

3. Data Chats and Monitoring Student Data

ELA Achievement Growth for __ (insert ESSA subgroups) __ - Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

4. Transformational Leadership and Positive and Student Focused Culture

Monitoring for implementation and impact is a priority for us. We developed schoolwide look fors in order to have a shared purpose for classroom walkthroughs which will make them more impactful.

Transformational leadership consists of strategic planning, strong instructional practices, positive learning cultures, and trauma informed practices (SLL).

We will develop a positive collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

Work together to develop trust, build common understanding and language, to support an appropriate level of transparency. Learn from one another and give constructive feedback through a safe protocol that can move the work forward. Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice. Communicate with and gather input from students, parents, and community partners about reform efforts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive School Culture and Single School Culture is a priority at Highland. When reviewing the results of PM3 for each grade level, we discussed many contributing factors such as building teacher capacity. Not only is the delivery of instruction vital, but attendance is just as crucial. We noticed a concern with attendance during the school year, so certain initiatives were put in place to address the concern such as attendance assemblies and class rewards.

Student attendance

Number of students absent 10% or more days (total 242):

KG: 54

GR1: 35

GR2: 42

GR3: 52

GR4: 26

GR5: 33

Measurable Outcome:

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

Student Outcomes:

The number of students absent 10% or more days will decrease the percent of days they miss by 5%. So, instead of the 242 students absent 10% or more days, our goal is for them to miss a maximum of 5% of days.

The number of students absent 10% or more days will decrease by half. So, instead of the 242 students absent 10% or more days, our goal is to have 121 or less.

Monitoring:

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

This area of focus will be monitored through student attendance. We will monitor grade level attendance and homeroom attendance, and individual student attendance.

Person responsible for monitoring outcome:

Susan Wise (susan.wise@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Schoolwide Attendance Plan

1. Engage Students and Parents: Community Education Specialist is stationed at car loop, monitors tardiness & provides information on importance of attendance.
2. Recognize Good and Improved Attendance: Trimester Perfect Attendance Assembly including student/parent incentives. Homeroom teachers track attendance daily, classes with perfect attendance by end of week receives incentives.
3. Provide Personalized Early Outreach: Use data to trigger early outreach to families/students who are missing too many days of school. Identify barriers to attendance and the supports/resources that would improve attendance.
4. Monitor Attendance Data and Practice: Weekly Attendance Committee meetings: use attendance data

to examine which and how many students are missing missing 10% or more of the school year.

5. Develop Programmatic Response to Barriers: Use qualitative & quantitative information to examine factors affecting attendance. Engage agencies and families in the process for input on the challenges and get engaged in developing realistic solutions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

In alignment with the District Strategic Plan, will increase family engagement in supporting student success to ensure they understand how attendance impacts achievement. Also, in alignment with the plan, we will enhance a sense of belonging, safety, and acceptance for all students to make them feel welcome and want to attend school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The SBT Leader & SSCC will monitor attendance for truancy concerns and provide immediate interventions. At the start of the year, the SBT Leader will host parent/teacher conferences for students with truancy concerns from the prior year to put interventions in place. There will be weekly data review and debrief with a committee to plan for next steps based on the data.

Person Responsible: Susan Wise (susan.wise@palmbeachschools.org)

By When: This action step is ongoing and there will be monthly meetings.

Data will be gathered each trimester for perfect attendance and the students/families will participate in a perfect attendance assembly. The parents and students will be provided with incentives. The SSCC will work with the Parent Liaison to coordinate the assembly.

Person Responsible: Susan Wise (susan.wise@palmbeachschools.org)

By When: This action step will occur once per trimester.

The SSCC will coordinate weekly student incentives for perfect attendance. Each teacher has a chart posted outside of their door that include the days of the week. For each day that the homeroom class has perfect attendance, the teacher will mark the appropriate box with a check. The teachers will complete a google form in order for the SSCC to track the data. At the end of the week, the classes with perfect attendance will receive a popsicle party. Also, the classes will be announced on the intercom at the end of the day Friday by the principal.

Person Responsible: Susan Wise (susan.wise@palmbeachschools.org)

By When: This action step will occur weekly throughout the school year.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The number of students in each grade level with a course failure in ELA and Math is extremely high and rose concerns. These numbers are similar to the amount of students scoring a level 1 on a state assessment. We determined the number of students with a course failure in ELA and Math is a crucial. After reviewing the numbers for course failure, it is evident that our students are need instruction around foundational skills for ELA and math fluency. Not only do the students need instruction on foundational skills and math fluency, but also we need to ensure teachers are delivering content, concepts, or skills that is aligned to the benchmark and intended learning.

Number of students with a course failure in ELA and Math:

ELA KG GR1 GR2 GR3 GR4 GR5 Total
75 123 74 191 64 72 599

Math KG GR1 GR2 GR3 GR4 GR5 Total
33 110 54 122 44 83 446

Number of students scoring a level 1:
ELA GR3 GR4 GR5 Total
141 50 78 269

Math GR3 GR4 GR5 Total
105 48 82 235

State assessment data for K-5 and ESSA identified subgroups:

ELA KG GR1 GR2
PM1 22% 25% 28%
PM3 29% 35% 29%

ELA
SY23 GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks .Natives
PM1 10% 3% 15% 15% 3% 3% 8% 10% 12% 0%
PM3 23% 14% 36% 25% 9% 11% 21% 22% 35% 8%

Math KG GR1 GR2
PM1 55% 60% 39%
PM3 55% 59% 38%

Math
SY23 GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks Natives
PM1 3% 2% 0% 4% 1% 2% 4% 2% 0% 4%
PM3 30% 28% 22% 35% 17% 22% 31% 30% 24% 29%

Science
SY23 GR5 SWD ELL HSP FRL Blacks Natives
22% 14% 0% 23% 22% 19% 31%

Measurable Outcome:

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

Student Outcomes:

By May 2024, each grade level will show gains from SY23 PM3 to SY24 PM3.

KG GR1 GR2 GR3 GR4 GR5 Overall
 ELA 44% 50% 44% 29% 40% 40% 40%
 Math 65% 69% 65% 45% 40% 45% 50%

By May 2024, the following ESSA subgroups will increase proficiency from SY23 PM3 to SY24 PM3 by 10%.

SWD ELL
 ELA 19% 21%
 Math 27% 32%

By May 2024, Science will increase proficiency from 22% to 35% for the SY24 state assessment.

Teacher practice outcomes:

By May 2024, 80% of our teachers will be effectively implementing the schoolwide look fors:

- Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning.
- Teacher provides task aligned to the benchmark and intended learning.
- Teacher asks questions to deepen understanding of the intended learning.
- Teachers provides students with opportunities to collaborate.

Monitoring:

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

We will monitor for the desired outcome through:

Classroom Walkthroughs where we will monitor for implementation and impact using our schoolwide look fors:

- Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning.
- Teacher provides task aligned to the benchmark and intended learning.
- Teacher asks questions to deepen understanding of the intended learning.
- Teachers provides students with opportunities to collaborate.

Data analysis where we will collect, analyze, and plan for next steps to meet student needs:

- Formative Assessments
- District Assessments
- State Assessments

We will monitor attendance and participation of PLCs and Collaborative Planning.

We will monitor the coaching process through:

- Data Analysis and Student Outcomes
- Schedules and Logs
- Tiering Document
- Walkthroughs and Trends

Person responsible for monitoring outcome:

Frances Frye (frances.frye@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based-based interventions being implemented are:

1. Soluciones Strategies Talk, Read, Talk, Write. As a follow up to the TRTW trainings from SY23, SY24 TRTW trainings will dive deeper into the content and book by having teachers work together to develop their own versions of these strategies. Continuous support for TRTW strategies and school-wide look fors will be through PLCs and collaborative planning, coaching, and professional development.
2. Train teachers in SPIRE (phonics based intervention program)
3. To improve student outcomes, teachers will utilize evidence based teaching practices:
 - Provide models such as step-by-step demonstrations or think alouds
 - Guide student practice by asking good questions and providing feedback
 - Check students' understanding of intended learning
 - Provide scaffolds
 - Prepare students for and monitor independent practice; ample independent practice is necessary for skills and knowledge to become automatic
 - Engage students in weekly and monthly reviews of past material

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

TRTW Rationale: Implementing because of the need for scaffolded instruction for our ELLs and SWD subgroups as well as our entire school. Implementing appropriate scaffolds will help our students be successful with benchmark aligned instruction and application. Teacher understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps. In alignment with the District Strategic Plan, we will ensure all students engage in teaching and learning that results in academic excellence, ensure there's effective literacy instruction in every PreK-3rd grade classroom, and accelerate student learning using innovative and differentiated approaches. Collaborative Planning Communities and PLCs occur every week per content area. Content area teachers meet with academic coaches and administration to analyze data, modify instruction, and create benchmark-based learning goal. Student work and best practices are shared and analyzed during the following: Administrative Team meetings, PLCs, Instructional Leadership Team meetings, Faculty meetings, and SAC meetings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The focus of PLCs and Collaborative Planning will be benchmark aligned instruction (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn?) and use Florida's B.E.S.T. standards for ELA & Math, achievement level descriptors, and item specs. Also, NGSSS for Science. In order to support ELLs and SWDs, we will implement TRTW strategies for scaffolding.

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

By When: This action step is ongoing. K-3 ELA & Math PLCs are biweekly, 4th-5th grade PLCs are weekly for Math. For ELA & Writing, 4th-5th will rotate. Science PLCs are weekly.

The administrative team will conduct walk throughs and gather data in order to determine next steps for coaching. The walk throughs will focus on the school wide look fors:

- Teacher provides the gradual release model with explicit instruction aligned to the benchmark and intended learning.
 - Teacher provides task aligned to the benchmark and intended learning.
 - Teacher asks questions to deepen understanding of the intended learning.
 - Teachers provides students with opportunities to collaborate.
- Once data is gathered, the leadership team will meet weekly/biweekly to determine coaching needs and build coaching logs to tier the support for teachers. The coaches will also participate in calibration walkthroughs with admin and debriefs to follow up and discuss noticing, wonderings, and next steps.

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

By When: This action step is ongoing throughout the year. Coaches meetings will occur weekly and walkthroughs will occur daily by admin.

The focus of professional development offered to our teachers will be based on Benchmark Aligned Instruction and supports our students need in order to be successful.

- TRTW Professional Development & Book Study October 13
- SPIRE Trainings for support with foundational skills
- Collaborative Structures based on the intended learning and benchmark Oct 13

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

By When: TRTW PD embedded in PLCs. SPIRE trainings occurred in September and teachers receive continued support through planning, coaching, and feedback. PLCs consistently support planning for collaborative structures around intended learning.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. The teachers will participate in ongoing professional development around the science of reading, scaffolding

instruction, aligning tasks to the benchmarks intended learning.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies focused on benchmark aligned instruction.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.
11. As an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and 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. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and

provide

corrective feedback aligned to the benchmark and intended learning.

The look fors during instruction include:

- Teacher presents content clearly and directly through the use of modeling, demonstration, a clear visual, and/or examples to show the specific application of content, concept, or skill.
- Teacher utilizes planned questions to assess learning of all students and inform instruction
- Scaffolds provide students with supports such as highlighting, underlining, pictures, cognates
- Teacher implements a structure for student discussion aligned to the benchmark and intended learning
- Students are released to apply learning independently to demonstrate mastery toward the benchmark

Evidence of each look for is:

- Teacher presents content clearly and directly through the use of I Do, We Do, We Do Together, and You Do to show the specific application of content, concept, or skill.
- Teachers deliver instruction aligned to the benchmark/standard
- Teacher uses materials aligned to Florida's B.E.S.T. and NGSSS
- Teacher utilizes planned questions to assess learning of all students and inform instruction.
- Questions are aligned to the benchmark/standard.
- Higher order thinking questions are used
- Provides intentional support which includes:
 - asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement, highlighting, underlining, pictures, cognates
- Teacher implements a structure for student discussion aligned to the benchmark and intended learning.
- Turn and talks
- Collaborative structures with written direction
- Student task and evidence to be collected aligns with the benchmark/standard
- Students are released to apply learning independently to demonstrate mastery toward the benchmark

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. iReady show that our overall primary grades proficiency is low.

Kindergarten-42%
First Grade-26%
Second Grade-24%

It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 82%
Phonics- 49%
High-Frequency Words- 75%
Vocabulary- 15%

Due to a lack of foundational skills, students over al reading comprehension proficiency is 24% For literature

text and 16% for Nonfiction.

When looking at FY23 FAST PM, the following percentages are on track

PM1 PM2 PM3

K: 22.4% 31% 29.2%

1st : 25.4% 22.3% 34.2%

2nd : 27.5% 29.8% 28.5%

Our teachers will teach:

1. Oral language* & Vocabulary* (including background & content knowledge*)
2. Phonological Awareness*
3. Phonics* (including alphabet knowledge)
4. Fluency*
5. Comprehension*
6. Writing* (including spelling & composition)

How they will Teach

1. Explicit with Corrective Feedback*
 - ? Clear and direct
 - ? Opportunities for guided & independent practice with feedback
 - ? Mastery and automaticity
2. Systematic*
 - ? Instructional routines
 - ? Maximize instructional time
 - ? Intentional review
3. Scaffolded & Differentiated*
 - ? Easier to harder
 - ? Align within & across lessons & grades
 - ? Foundational skills build on advanced skills

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will

increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The look fors during instruction include:

- Teacher presents content clearly and directly through the use of modeling, demonstration, a clear visual, and/or examples to show the specific application of content, concept, or skill.
- Teacher utilizes planned questions to assess learning of all students and inform instruction
- Scaffolds provide students with supports such as highlighting, underlining, pictures, cognates
- Teacher implements a structure for student discussion aligned to the benchmark and intended learning
- Students are released to apply learning independently to demonstrate mastery toward the benchmark

Evidence of each look for is:

- Teacher presents content clearly and directly through the use of I Do, We Do, We Do Together, and You Do to show the specific application of content, concept, or skill.
- Teachers deliver instruction aligned to the benchmark/standard
- Teacher uses materials aligned to Florida's B.E.S.T. and NGSSS
- Teacher utilizes planned questions to assess learning of all students and inform instruction.
- Questions are aligned to the benchmark/standard.
- Higher order thinking questions are used
- Provides intentional support which includes:
 - asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement, highlighting, underlining, pictures, cognates
- Teacher implements a structure for student discussion aligned to the benchmark and intended learning.
- Turn and talks
- Collaborative structures with written direction
- Student task and evidence to be collected aligns with the benchmark/standard

-Students are released to apply learning independently to demonstrate mastery toward the benchmark

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23 PM3

ELA

FY19 LGs L25s FY21 LGs L25s FY22 LGs L25s FY23

ELA Overall 34% 55% 50% 28% 46% 52% 29% 52% 54% 23%

ELA GR3-5 GR3 GR4 GR5 SWD ELL HSP FRL Blacks AMI

SY22 28% 22.5% 38.5% 25% 14% 27% 28% 29% 36% 23%

SY21 26% 25% 28% 24% 14% 26% 28% 27% 26% 23%

SY19 28% 19.5% 41% 29% 13% 29% 31% 33% 43% 16%

Our FAST Data shows the following percentages are level 3 or higher.

ELA

SY23 GR3-5 GR3 GR4 GR5 SWD ELL Hispanics FRL Blacks Natives

PM1 10% 3% 15% 15% 3% 3% 8% 10% 12% 0%

PM3 23% 14% 36% 25% 9% 11% 21% 22% 35% 8%

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 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 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:

The measurable outcomes for 2023 are:

May 2023 PM3 Proficiency

KG PY 29%

KG 24 44%

GR1 PY 34%

GR1 24 50%

GR2 PY 29%

GR2 24 44%

Grades 3-5 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:

The measurable outcomes for 2023 are:

ELA

GR3 PY 14%

GR3 24 39%

GR4 PY 36%

GR4 24 40%

GR5 PY 25%

GR5 24 40%

Science

GR5 PY 22%

GR5 24 45%

By May 2024, the following ESSA subgroups will increase proficiency from SY23 to SY24 PM3 by 10%.

SWDs 19%

ELLs 21%

Monitoring

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 impact student achievement outcomes.

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.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Frye, Frances, frances.frye@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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. §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?

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

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

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

WWC | Practice Guides (ed.gov)

During PLCs, we will embed professional development specifically for core instruction and small group instruction to meet the needs of our learners.

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students’ foundational reading skills, and is a companion to the practice guide, Improving Reading Comprehension in Kindergarten Through 3rd Grade.

A. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4 Has Strong Rationale)

B. Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1 Strong)

C. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1 Strong)

D. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 Moderate)

This practice guide provides four recommendations that address what works for English learners during reading and content area instruction. Each recommendation includes extensive examples of activities that can be used to support students as they build the language and literacy skills needed to be successful in school, including examples of how the recommendations align with Common Core and other contemporary state standards. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle school.

A. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)

B. Integrate oral and written English language instruction into content-area teaching. (Tier 1 Strong)

C. Provide regular, structured opportunities to develop written language skills. (Tier 4 Has Rationale)

D. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (tier 2 Moderate)

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

We will monitor through walk throughs, data analysis/chats, attendance, and student engagement.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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
<p>Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a</p> <p>Frances Frye, Principal Martina Hewitt, Assistant Principal Lindsey Fado, K-2 Reading Coach Vilma Sales, K-5 DL Coach Luis Lancho, 3-5 Reading Coach Melissa Kauper, Writing Coach Jenna Haera, LTF</p> <p>The need at our school is to implement systematic, explicit, differentiated, and scaffolded instruction around the science of reading as well as provide students with corrective feedback in order to develop Skilled readers use all of these strategies to recognize printed words, comprehend sentences, learn new vocabulary and content knowledge, and read the text fluently. The leadership team will meet weekly to review walkthrough data, teacher needs, and student needs. Based on the data, we will tier the support for the teachers in order to ensure the fidelity of implementation of our schoolwide look fors.</p> <p>Walkthroughs to weekly monitor and support reading instruction and intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data). We will use the data from the walk throughs to align coaching support with the needed tiered support for the teachers.</p> <p>The data we will collect is: Phonological Awareness Assessment - Benchmark USAs, Phonological Awareness Screener Foundational Skills Screeners - Benchmark USAs and Core Phonics Assessment Phonics Quick Checks - Benchmark Oral Reading Records - Benchmark PM Star Early Lit & Star Reading PM F.A.S.T. iReady Diagnostics</p>	<p>Frye, Frances, frances.frye@palmbeachschools.org</p>
<p>Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <ol style="list-style-type: none"> Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, and Benchmark Unit Assessments in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will create all small group rotational cycles to ensure all students supported at their abilities Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously 	<p>Hewitt, Martina, martina.hewitt@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p>	<p>Eldridge, Helen, helen.eldridge@palmbeachschools.org</p>
<p>PLC's: (Professional Learning)</p> <p>a. Development of a PLC schedule to include all content area teachers and resource teachers.</p> <p>b. The PLCs sessions will focus on data analysis and effective instruction based on the needs</p> <p>c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.</p> <p>d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.</p>	
<p>Professional Development (Professional Learning/Literacy Coaching)</p> <p>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</p> <p>2. School leaders share the plan with staff in faculty meetings and PLCs.</p> <p>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</p> <p>4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.</p> <p>5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.</p> <p>6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.</p> <p>7. The District Reading Collaboration team provides professional development to schools based on needs.</p> <p>8. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend.</p> <p>9. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support</p> <p>10. ongoing observations from principal and assistant principal with feedback will be provided to teachers.</p>	<p>Hewitt, Martina, martina.hewitt@palmbeachschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$428,236.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0671 - Highland Elementary School	UniSIG	1.0	\$50,887.00
			Notes: Salary for 1.0 Science Resource Teacher - Push in support for students, co-teaching and modeling for teachers, teacher lead for PLCs. 1 FTE x \$50,887 = \$50,887.			

	5100	200	0671 - Highland Elementary School	UniSIG		\$19,737.00
			<i>Notes: Benefits for 1.0 Science Resource Teacher - 23.85% + \$7,600 per FTE = \$19,737. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	120	0671 - Highland Elementary School	UniSIG	0.5	\$28,900.00
			<i>Notes: Salary for 0.5 ESE Resource Teacher to provide academic interventions in ESE classrooms (K-5, all content areas) - 0.5 FTE x \$57,800 = \$28,900.</i>			
	5100	200	0671 - Highland Elementary School	UniSIG		\$10,693.00
			<i>Notes: Benefits for 0.5 ESE Resource Teacher - 23.85% + \$7,600 per FTE = \$10,693. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	120	0671 - Highland Elementary School	UniSIG	1.0	\$57,800.00
			<i>Notes: Salary for 1.0 ELA/Math Resource Teacher - Push in and pull out support for students in ELA and Math grades K-5. 1 FTE x \$57,800 = \$57,800.</i>			
	5100	200	0671 - Highland Elementary School	UniSIG		\$21,385.00
			<i>Notes: Benefits for 1.0 ELA/Math Resource Teacher - 23.85% + \$7,600 per FTE = \$21,385. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	510	0671 - Highland Elementary School	UniSIG		\$1,953.92
			<i>Notes: AVID Student supplies - filler paper, folders, pens/pencils, binders, chart paper, magnetic letters = \$1,953.92.</i>			
	5100	369	0671 - Highland Elementary School	UniSIG		\$5,236.00
			<i>Notes: Online subscriptions to engage students in content as enrichment and intervention. Penda Science for fifth grade (\$2,210); myHeggerty for grades K-2 English and Spanish (\$3,026). SDPBC Code 360.</i>			
	5100	120	0671 - Highland Elementary School	UniSIG	0.21	\$12,025.00
			<i>Notes: Teachers will provide tutorial services in ELA, Math and Science for students in grades 3-5 before/after school, holidays, weekends, or summer beginning in October. Certified teacher salaries - 13 teachers x 1 day per week x 1.24 hours x 20 weeks x \$37 per hour = \$12,025. SDPBC Object Code 180.</i>			
	5100	200	0671 - Highland Elementary School	UniSIG		\$3,950.00
			<i>Notes: Benefits for teacher tutors - \$12,025 x \$32.85% = \$3,950. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	5100	750	0671 - Highland Elementary School	UniSIG		\$64,125.00
			<i>Notes: Out of system, non-certified tutors will support classroom teachers by pushing into 2nd - 5th grade math classrooms and supporting a 2 week summer math program - 3 tutors x 5 days per week x 7.5 hours x 38 weeks x \$15 per hour = \$64,125.</i>			
	5100	200	0671 - Highland Elementary School	UniSIG		\$15,294.00

			<i>Notes: Benefits for out of system, temporary push in support - \$64,125 x 23.85% = \$15,294. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/ Unemployment - 1.70%</i>		
6400	310	0671 - Highland Elementary School	UniSIG		\$6,691.58
			<i>Notes: Professional/Technical Services (not a sub-agreement) - Talk Read Talk Write (TRTW) will build on training conducted last year, diving deeper into strategies. Fall 2023; two full days of training - \$6,691.58.</i>		
6400	330	0671 - Highland Elementary School	UniSIG		\$4,404.00
			<i>Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem x 4 attendees = \$4,404.</i>		
6400	330	0671 - Highland Elementary School	UniSIG		\$1,188.00
			<i>Notes: Media Specialist will attend FAME Conference to discover new ways to reinvent their libraries as literacy centers. Out of County Travel: \$375 registration + \$180 transportation + \$525 lodging + \$108 per diem = \$1,188.</i>		
6400	330	0671 - Highland Elementary School	UniSIG		\$7,865.00
			<i>Notes: Staff will attend the National Council Math Conference in Washington DC, October 25-28. Out of State Travel: \$515 registration + \$550 transportation + \$400 lodging + \$108 per diem = \$1,573 x 5 attendees = \$7,865.</i>		
6400	330	0671 - Highland Elementary School	UniSIG		\$10,540.00
			<i>Notes: Staff will participate in the Model Schools Conference which will be held in Orlando in June of 2024. Highland ES staff will learn strategies on climate, culture and relationships; improving student academic outcomes through coaching; and engagement strategies for engaging classrooms. Out of County Travel: \$795 registration + \$180 transportation + \$989 lodging + \$144 per diem = \$2,108 x 5 attendees = \$10,540.</i>		
6400	330	0671 - Highland Elementary School	UniSIG		\$6,832.00
			<i>Notes: Staff will attend the WIDA Conference in Milwaukee, WI, October 17-20, to provide teachers with latest information and best practices as it relates to English Language Development, improving instruction for our students (over 70% are ELL). Out of State Travel: \$650 registration + \$550 transportation + \$400 lodging + \$108 per diem = \$1,708 x 4 attendees = \$6,832.</i>		
6400	330	0671 - Highland Elementary School	UniSIG		\$9,180.00
			<i>Notes: Staff will attend the National Association of Bilingual Educators Conference in New Orleans, LA, March 28-30, to learn best practices to ensure academic excellence for our bilingual and multilingual learners. Out of State Travel: \$795 registration + \$700 transportation + \$692 lodging + \$108 per diem = \$2,295 x 4 attendees = \$9,180.</i>		
6400	120	0671 - Highland Elementary School	UniSIG	1.1	\$64,000.00
			<i>Notes: Teacher salaries for collaborative planning - unit planning and data analysis in ELA, Math and Science. Summer Salaries: 60 teachers x 4 days per week x 4 hours per day x 1 week x \$25 per hour = \$24,000. School year Salaries: 40 teachers x 1 day per week x 2 hours per day x 20 weeks x \$25 per hour = \$40,000. Total = \$64,000. SDPBC Code 180.</i>		
6400	200	0671 - Highland Elementary School	UniSIG		\$21,024.00
			<i>Notes: Benefits for collaborative planning: \$64,000.00 x 32.85% = \$21,024. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%</i>		

	6150	510	0671 - Highland Elementary School	UniSIG		\$4,525.75
			<i>Notes: Parents will be engaged in their childrens' education through improved two-way communication and parent trainings that build parents' capacity to use impactful academic strategies at home with their student. Supplies: folders, chart paper, markers, card stock, flash cards, take home books, baggies, magnetic letters, science manipulatives = \$4,525.75.</i>			
Total:						\$428,236.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No