Highland Elementary School

2014-15 School Improvement Plan

Highland Elementary School

500 HIGHLAND AVE, Lake Worth, FL 33460

www.edline.net./pages/highland_elementary

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	99%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Highland Elementary School to provide its students with the knowledge and the tools to become world-class citizens.

Provide the school's vision statement

? HES will provide a model for world-class citizenship by following our social contract at school and at home.
? HES will provide our students research-based, differentiated instruction.
? HES will use formal and informal assessments to drive instruction every day.
? HES will set our goals based on data and diagnostics
? All members of the HES community are responsible for the safety and well-being of all of our students
? HES is committed to providing real-world, educationally sound experience in order to develop well-rounded
students
? HES will empower our students to take responsibility for their own learning

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school, through the Bridges at Highland program, the Guatemalan-Mayan Center and various churches has brought in numerous programs to expose our students, families and teachers to the various cultures found here at the school.
Additionally, May is Multicultural Month at Highland. All of our classes bring in the cultures found in their classrooms to the day's instruction. Parents are encouraged to participate. The culminating event is Multicultural Night, an evening of song, dance and literature geared toward awareness of the various cultures found within our student population.
Highland Elementary School will infuse the content required by F.S. 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:
- History of the Holocaust
- History of Africans and African-Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Highland employs programs and professional development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education, Schoolwide Positive Behavior Support (SWPBS) and CHAMPS.
Highland employs CHAMPS as our schoolwide behavioral program. Our school norms are agreed to early on in the school year and it is expected that all who are on the Highland campus live up to them. Training is provided to parents, students and teachers on a year-round basis.
Also, faculty and staff assist in the development of the Crisis Intervention Plan and participate in drills

throughout the school year so that everyone knows their role should a crisis occur. Additionally, Highland has developed a set of school-wide instructional expectations around Reader's and Writer's Workshop, the gradual release model and the new Florida Standards. These expectations are included in all content areas (with some modifications).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Highland employs CHAMPS as our schoolwide behavioral program. Our school norms are agreed to early on in the school year and it is expected that all who are on the Highland campus live up to them. Training is provided to parents, students and teachers on a year-round basis.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Aside from providing a guidance class on the Specials wheel, our guidance counselors convene a number of groups that includes victim's counseling, to grief counseling, children of divorce, homeless children's counseling. Additionally, we provide mentors to students who are struggling with behavior and/or academic issues.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	36	30	26	33	22	18	165
One or more suspensions	4	6	3	19	8	19	59
Course failure in ELA or Math	115	132	101	25	14	3	390
Level 1 on statewide assessment	0	0	0	92	40	46	178

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	29	31	19	42	24	17	162

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System (EWS) data is review every 20 school days. The first intervention for the students identified in the EWS is to meet with the parents. The idea is to develop a line of communications that will assist in dealing with the attendance, behavioral and/or academic issues. If the problem persists, the students are brought before our School-Based Team (SBT) to devise a

set of strategies to address the issues of the students. These strategies include Bridges referrals in which students can be assigned mentors or families can receive social services referrals and follow up, inclusion into our Response to Intervention (RtI) program in which a series of behavioral and/or academic interventions are put in place. Tutorial assistance outside of our RtI program. Additionally, our counselors meet with the students and their families to determine if there are any outside interests that the students may have in an effort to find one of our many after school programs that would fit their needs. We have found that interest in a club or organization increases the students' chances for success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

As a Title I School, we will use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Highland along with the Children's Services Council of the Palm Beaches has built and developed a program that utilizes community resources to provide mentors for our students, assistance for our families in need, social services, tutorials, and adult and parent education programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Killeen, Brian	Principal
Archer, Cynthia	Instructional Coach
Bailey, Belle	Instructional Coach
Beagle, Tiffany	Teacher, K-12
Buzzanca, Liz	Instructional Coach
Dorvil, Jinnie	Teacher, K-12
England, Kendal	Administrative Support
Fergile, Emmanuel	Teacher, K-12
Geiger, Leslie	Teacher, K-12
Kahler, Christian	Administrative Support
Karvaski, Jenn	Teacher, K-12
Mancini, Ana Maria	Instructional Coach
Martinez, Edna	Administrative Support
Palermo, Debbie	Teacher, K-12
Salas, Patricia	Teacher, K-12
Spicer, Kim	Administrative Support
Walsh, Erin	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal and Asst. Principal attend RtI and SBT meetings as needed and provide oversight for the decision-making processes employed by the respective teams.
RTI Specialist (full-time for the 2013-2014 school year): Provides a common vision for the use of data-based decision-making using the reading continuum and math skills in isolation, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities, programs and systems.
Select General Education Teachers (Primary and Intermediate): Provides information about Core (tier1) instruction, participates in student data collection, delivers Tier 2 (Supplemental) –and Tier 3 (Intensive) instruction/intervention, collaborates with other staff interventionists to implement Tier 2-3 interventions, and integrate materials/instruction with Tier 2/3 activities, programs and systems.
Exceptional Student Education (ESE) Coordinator (also serves on SBT team) and Teacher: Participates in student data collection, integrates Exceptional Educationally appropriate Tier1 instructional activities/materials and Tier 2- 3 instruction, and collaborates with general education teachers through such activities as co teaching.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tiered instruction, and collaborates with general education teachers through such activities as co teaching.
English for Speakers of Other Languages (ESOL) Coordinator (also served on SBT team) and Teacher: Participates in student data collection, integrates core instructional activities/materials and Tier 2-3 instruction, and collaborates with general education teachers through such activities as co teaching.
English for Speakers of Other Languages (ESOL) Teachers: Participates in student data collection,

integrates core instructional activities/materials into Tier 2-3 instruction, and collaborates with general education teachers through such activities as co teaching.

Instructional Coach (es) Reading/Math/Science:
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Area Support Team: Participates in coordination meetings every Monday morning. In this meeting, decisions are made as to the focus of the support to be provided for the coming week. The Area Support Team, following the plan developed in the Monday meeting, provides on-time professional development throughout each week.

Curriculum Support: Participates in coordination meetings every Monday morning. In this meeting, decisions are made as to the focus of the support to be provided for the coming week. The Area Support Team, following the plan developed in the Monday meeting, provides on-time professional development throughout each week.

Literacy/Math Cohort Support: Once each month a representative from grades 3-5 (respectively), meets with members of the District curriculum staff to work through the planning cycle for the upcoming unit the in which the students are expected to work. Each representative then brings that information to grade level meetings and LTMs or Common Planning meetings so that the entire grade level plans the unit together following the planning cycle protocol used in the Cohort meeting.

LLI Coach: Develops a plan for implementing LLI as a part of Highland's RtI and iii/remediation program. Participates in the Monday coordination meeting and provides assistance for LLI instruction throughout the week.

MTSS: See #2

Second Grade Academy: The Second Grade Academy provides reading support over the summer for struggling readers who will enter 3rd in the coming school year.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

1. The data-based decision-making utilizing a Multi-Tiered System of Support at the Tertiary (Core Curriculum, Tier 1), (Supplemental Interventions, Tier 2) and (Intensive Interventions, Tier3). The structured RTI problem-solving team develops a universal action plan identifying academic/behavioral deficiencies. The MTSS develops school wide interventions, monitoring the MTSS effectiveness with universal screening by analysis's literacy assessment system results, reading performance /assessment results writing samples and math skills in isolation performance/ assessment results. Evidence-based instructional service delivery utilizes school wide performance data to allocate

resources that target the specific areas of deficiency as identified in the Core Curriculum. Resource allocation is implemented to enhance and quality of core instruction, accelerate and develop appropriate evidence-based skills as identified by the team's problem-solving process. The Core instruction currently implements Readers/Writers Work shop, Words Their Way, Cloze Reading, Guided Reading Strategies and Systems. The staff will attend an annual training at the beginning of the school year and (on an as needed basis); the sole purpose of the training will be to educate teachers on data collections frequency and duration for (Easy CBM, OLA, K-4 Literacy Assessment System RRR). Appropriate interventions are matched to student(s) identified deficiencies and monitored using assessment tool(s) matched to the interventions of the group and individual student.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through before-school, after-school, Saturday school and lunchtime programs. Classroom support and instructional materials are funded through this grant. In addition, Title I provides a math coach, resources for professional development, a Response to Intervention (RtI) Facilitator, a Reading Resource and Staff Development teacher, a science resource teacher, and a Parent Liaison. Family involvment activities including parent trainings are funded through Title I.

Title I, Part C- Migrant

Support services are provided by District Personnel

Title I, Part D

N/A

Title II

Programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education, Schoolwide Positive Behavior Support (SWPBS) and CHAMPS.

Title III

Support for ELL students; intensive support teachers, ESOL Coordinator, language facilitators: 2 Spanish, Creole, and a Kanjobal

Title X- Homeless

Support provided by District Personnel

SAI

Our goal is to provide SAI to assist third grade students who are functioning below grade level (including retained third graders with a Level 1 on the FCAT 2.0 Reading test, students who had a predicted FCAT Level 1 or 2 on the Grade 2 Spring NGSSS Diagnostic, and students who were promoted to 4th grade for good cause) in order for them to achieve on grade level performance or gain at least one and one-half year's growth in one year's time. This will be measured by the student's performance on the reading portion of the

FCAT Reading SSS test or by comparing the student's fall/winter/spring scores on the Diagnostic tests.

Violence Prevention Programs

Single school culture and appreciation for Multicultural Diversity

Nutrition Programs

Highland participates in the Districts 100% Accessible Breakfast Program. Highland has made it a priority that EVERY student receive breakfast before beginning school. Free and reduced lunch for students who qualify and summer breakfast and lunch program.

Housing Programs

See Partnership with Adopt-A-Family

Adult Education

District funds and resources are used to provide GED, Family Literacy and Language Acquisition classes for Highland parents through the Bridges Center.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ana Maria Mancini	Teacher
Brian Killeen	Principal
Erin Walsh	Principal
Liz Buzzanca	Teacher
Sophia Caraballo	Education Support Employee
Ester Francisco	Education Support Employee
Jaime Lee Brown	Business/Community
Kathy Wall	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During two meetings, at the end of the school year and again toward the beginning of the following school year, the SAC review, with the Principal and Asst. Principal, the results of the school year in relation to the School Improvement Plan. This review is used to assist with the development of the plan for the following year.

Development of this school improvement plan

Our SAC provides oversight for the development, revision and implementation of the School Improvement Plan (SIP). As each part of the SIP is developed, the SAC members participate in discussions, suggest revisions, approves the each phase of initial plan and finally approves the overall plan and any subsequent revisions to that plan.

Preparation of the school's annual budget and plan

Initially, the faculty and staff develop a list of school needs in priority order. This list is presented to the SAC for approval or recommendations for revisions. Once the needs have been determined, the strategies to meet the school needs are developed and costed out and the priorities are met as the budget allows.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated on an as needed basis by the SAC committee. The SAC committee rules deem that funds are only allocated if there is a direct benefit to the student of Highland Elementary School.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We are currently recruiting to fill in the places on the committee that have been vacated.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Bailey, Belle	Instructional Coach
Erich, Michelle	Teacher, K-12
Faria, Maria	Teacher, K-12
Geiger, Leslie	Teacher, K-12
Killeen, Brian	Principal
Martinez, Edna	Administrative Support
McGinn, Laurie	Teacher, K-12
Salas, Patricia	Teacher, K-12
Suarez, Andrea	Teacher, K-12
Walsh, Erin	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

* Writing across the curriculum
* Continued development of the Readers and Writers workshop models with fidelity K-5
* Use of close reading as a strategy to increase rigor and align instruction with CCSS
* Small group instruction with guided reading and/or LLI

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Built into the teachers' workday schedule are times for them to collaborate in planning their literacy lessons, (Learning Team Meetings) and their Math and Science Lessons (Common Planning). Additionally, once each month teachers participate in one of seven committees (their choice of committee) to enhance everything from curriculum and instruction to school safety to morale.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Monthly meetings with the Principal as a part of the ESP program. Principal
2 New teachers are partnered with veteran faculty members (mentors). Principal and mentors
3 New Teachers are provided extra support through instructional coaches. Principal/Coaches
4. Referrals from District Personnel Office, Colleagues and Co-Workers. Principal
5. Work with Florida Atlantic University's Accelerated Induction into Teaching (AIT) Program. This is a specialized student teaching program with approved undergraduates hired to fill a vacant teaching position (as the teacher of record) in a local school district. The university hires a mentor to support the AIT student teacher. There is also a school-based peer teacher for support. Principal, peer teachers, coaches.
5. Professional Development on specified half-days and full days throughout the year. Principal/Coaches and district specialists

6. Learning Team Meetings Learning Team Facilitator, Reading, Math and Science Coaches
7. Grade Level/Department Meetings and common planning Grade/Department Chairs

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We follow the district's Educator Support Program (ESP) to support and induct new educators and to ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. ESP activities begin on the first day of school and continue through the first year of teaching. Planned mentoring activities include:
* Support meetings
* "Meet the Staff" activities
* TrainU courses on Marzano and the ESP
* Completion of a professional growth plan
* Mid-year evaluation
* classroom walkthroughs and observations
* Accomplished Practices
The new educators and their mentors include:
Iris Arce 2nd grade Dual Language -- Deborah Palermo -- Ms.Palermo is an experienced 2nd grade dual language educator and is also the 2nd grade chair.
Stephanie Redd - 4th grade -- Jenn Karvaski -- Ms. Karvaski is an experienced intermediate teacher and is currently on the 4th grade team leader.
Kayla Snyder -- 3rd Grade -- Leslie Geiger -- Ms. Geiger is an experienced educator and serves as the 3rd grade team leader.
Hanna McHort -- 3rd Grade -- Leslie Gieger -- Ms. Geiger is an experienced educator and serves as the 3rd grade team leader.
Mary Kent -- Kindergarten -- Jinnie Dorville -- Ms. Dorville is an accomplished kindergarten teacher and serves as the Kindergarten team leader.
Madolin Figueredo Andollo -- Kindergarten -- Andrea Suarez -- Ms.Suarez is an experienced 2nd grade dual language Spanish educator and is able to provide curricular and programmatic support.
Monica Woodall -- Art -- Emmanuel Fergile -- Mr. Fergile is an exemplary teacher and our Fine Arts Team Leader.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Weekly Learning Team Meetings (LTMs) and Common Planning (CP) meetings are utilized to continuously unpack the Florida Standards. Diagnostic assessments are analyzed and enrichment and or remediation programs are developed to address the needs of our students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Weekly Learning Team Meetings (LTMs) and Common Planning (CP) meetings are utilized to continuously unpack the Florida Standards. Diagnostic assessments are analyzed and teaching

strategies are put in place to address the standards in which the students are struggling.
Students for whom the data shows that they are having difficulty are provided during-the-day tutorials and Saturday School to assist them in the content areas in which they are struggling. Additionally, students who are performing below grade level in reading are provided LLI instruction during the day and during the iii period.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

PRIMARY GRADES - Students will receive 1 extra hour of reading instruction per day. Each day the students will participate in close reading, word work and oral language activities - 20 minutes for each.
INTERMEDIATE GRADES - Students will receive 1 extra hour of reading instruction per day. Each day the students will participate in close reading, word work through Words Their Way - 30 minutes for each.
Additionally, selected teachers will push-in to classrooms to work with small groups of students using the LLI system.

Strategy Rationale

The extended day enables our school the extra time needed to provide targeted instruction to those students who are struggling to meet the Florida Standards

Strategy Purpose(s)

• Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Killeen, Brian, brian.killeen@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will be assessed every two weeks using multiple-benchmark assessments. Also, FAIR testing and our District's Diagnostic Assessment will be utilized to help drive instruction in the individual classrooms as well as professional development in order to make the extra hour most effective.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students entering pre-school at Highland become part of our Pre-K to 5th Grade Dual Language program. All teachers, in both pre-K and elementary, are trained and utilize High Scope methods and strategies in their classrooms in order to provide a seamless transition from our pre-K to the elementary grades.
Parent training for pre-school to kindergarten transition is offered through our Bridges at Highland Center. Further training is provided during our Kindergarten Round-Up held each Spring. Included in

the Kindergarten Round-Up are tours of the school and parents receive handouts regarding school expectations, dress codes, etc.

Students who have not enrolled in our Pre-K program are screened to determine their school readiness and level of English language acquisition. Kindergarten classes are organized after the screenings with small groups of students at similar readiness levels with the idea that the lower readiness students will also have higher readiness students in the class to provide positive role-models. Also, teachers at the kindergarten level who are not part of the Dual Language program will be trained in High Scope methods (over the next few years) in order to ensure that developmentally appropriate strategies and techniques are being utilized in the classroom.

Highland employs a staggered start for kindergarten students to further assist in the transition from preschool to
kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.

G2.   Teachers will implement purposeful writing across the curriculum

G3.   Establish a School Based Leadership Team Data Review Calendar

G4.   To increase our parent outreach in order to assist our parents in participating in their child's education.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes. `1a`

Targets Supported `1b`

G040743

Indicator	Annual Target
AMO Reading - All Students	52.0

Resources Available to Support the Goal `2`

- Title I Funds; Pew Foundation Grant;

- Pew Foundation Grant

- District and Area 2 Office Staff Providing Professional Development

- Donations from local organizations

- Salary for .50 science resource and .50 reading resource teachers

Targeted Barriers to Achieving the Goal `3`

- Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of FSAs.

Plan to Monitor Progress Toward G1. `8`

Common assessments, FAIR tests, District Diagnostic tests will be utilized to track student progress

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student data will show gains for 80% (or more) of the students in each content area.

G2. Teachers will implement purposeful writing across the curriculum 1a

🔍 G040744

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	57.0

Resources Available to Support the Goal 2

- Title I Funds

- Pew Foundation Grant

Targeted Barriers to Achieving the Goal 3

- Composition notebooks/journals needed for every student for every subject (3000 notebooks!);
  Teachers lack confidence in teaching writing. Teachers lack knowledge of FSAs in Writing;
  Learners are not accustomed to writing outside the English Language Arts context and will need
  direct instruction/gradual release model to build their skills and comfort level.

Plan to Monitor Progress Toward G2. 8

Coaches will review student notebooks (randomly) and both coaches and administration will review Palm
Beach Writes data.

Person Responsible

Schedule
Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion
Students notebooks will show evidence that the students' writing has reflected the use of
strategies taught during PD. Palm Beach Writes data will show growth in students writing on
expository pieces.

G3. Establish a School Based Leadership Team Data Review Calendar 1a

🔍 G040746

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Resources Available to Support the Goal 2

- Leadership team is in place

- EDW and TERMS reports easily accessible.

- Parent Liaison to conduct parent trainings and make resources available in parent resource center

Targeted Barriers to Achieving the Goal 3

- Identifying most efficient data reports

- Knowing which interventions are available and effective

- Parents need to be educated on how to assist their children toward academic and behavioral success

Plan to Monitor Progress Toward G3. 8

Adherence to data review calendar

Person Responsible
Brian Killeen

Schedule
Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion
Meeting agendas, meeting minutes, and data reports.

G4. To increase our parent outreach in order to assist our parents in participating in their child's education.
1a

🔍 G048550

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	52.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	42.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Parent Liaison

Targeted Barriers to Achieving the Goal 3

- Parents who have little or no formal education find it difficult to participate in their child's education.

Plan to Monitor Progress Toward G4. 8

SEQ Surveys, Parent Sign-In Sheets; Parent Liaison Activity Logs.

Person Responsible

Schedule
Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion
SEQ Surveys, Parent Sign-In Sheets; Parent Liaison Activity Logs.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes. 1

🔑 G040743

G1.B1 Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of FSAs. 2

🔑 B098653

G1.B1.S1 Utilize Reading + and Ready Math in both the regular classroom instructional rotation(s) and in our tutorial program.. 4

🔑 S110003

Strategy Rationale

These program will provide individualized targeted practice in Reading and Math

Action Step 1 5

Computer program for individualized targeted practice in reading and math.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/22/2014 to 6/4/2015

Evidence of Completion

Tutorial sign in sheets and computer generated reports.

Action Step 2 `5`

Provide additional resource teachers to conduct guided instruction in the areas of reading (LLI) and Science.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor Reading + and Math Ready reports, tutorial sign in sheets

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Reading Plus and Ready Math reports and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor Reading + and Math Ready Reports

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Reading Plus and Ready Math reports and sign in sheets

G1.B1.S2 Professional development on effective, intentional, data-driven small group guided instruction. 4

S110004

Strategy Rationale

This ongoing training will enable teachers to more effectively analyze data in order to provided guided instruction across the curriculum

Action Step 1 5

Teachers will be provided professional development throughout the school year.

Person Responsible

Brian Killeen

Schedule

Daily, from 8/19/2014 to 6/1/2015

Evidence of Completion

All teacher will use flexible grouping to differentiate instruction and to meet the needs of their students through guided instruction.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Ongoing professional development

Person Responsible

Brian Killeen

Schedule

Daily, from 8/12/2014 to 6/1/2015

Evidence of Completion

Teacher Sign-In Sheets, Coaches Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Walkthroughs and observations conducted by administration; Learning Team Meetings and Common Planning meetings conducted by Coaches

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough data, observation notes, Marzano Evaluations, coaches logs, learning team and common planning notes.

G1.B1.S3 Include daily guided instruction in posted classroom schedules. `4`

🔑 S110005

Strategy Rationale

To assist in monitoring our guided instructional practices throughout the day.

Action Step 1 `5`

Classroom walkthroughs

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 5/22/2015

Evidence of Completion

Posted schedules; walkthrough data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Person Responsible

Brian Killeen

Schedule

On 6/1/2015

Evidence of Completion

Posted schedules; walkthrough data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Classroom Walkthroughs

Person Responsible

Brian Killeen

Schedule

On 6/1/2015

Evidence of Completion

Posted schedules; walkthrough data.

G1.B1.S4 Walkthrough checklist and schedule for administration `4`

🔑 S110006

Strategy Rationale

To assist in monitoring our guided instructional practices throughout the day.

Action Step 1 `5`

Walkthrough Schedule and Checklist will be created and implemented.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Data and iObservation Reports

Action Step 2 `5`

Walkthrough Schedule and Checklist will be created and implemented.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Data and iObservation Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Walkthroughs will be conducted by the Principal and Asst. Principal

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Data and iObservation Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Walkthrough Checklist and iObservation data will be reviewed to ensure effectiveness.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Walkthrough Data and iObservation Reports

G1.B1.S5 Establish model classrooms for peer learning/professional development. [4]

S110007

Strategy Rationale

This practice will provide peer models for teachers so that they may observe successfully implemented best practices.

Action Step 1 [5]

Teachers who have shown an ability to learn and grow and are willing to become models for their peers will be utilized for peer observations.

Person Responsible

Brian Killeen

Schedule

Monthly, from 10/15/2014 to 5/15/2015

Evidence of Completion

A classroom visit schedule will be developed and implemented.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 [6]

LTM and common planning discussions will used to measure the impact of the model classrooms.

Person Responsible

Brian Killeen

Schedule

Daily, from 10/15/2014 to 5/15/2015

Evidence of Completion

LTM and Common Planning Notes will be collected and reviewed by school administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Classroom Walkthrough data, observation notes, Marzano evaluations.

Person Responsible

Brian Killeen

Schedule

Weekly, from 10/15/2014 to 5/15/2015

Evidence of Completion

Classroom walkthrough and observation data will indicate an increase in the teachers' use of and proficiency in utilizing data to flexibly group their students; aligning resourses and materials with the NGSSS and CCSS.

G1.B1.S6 Instructional coaches will implement a plan of support using the coaching cycle. `4`

🔑 S110008

Strategy Rationale

Coaches will be able to differentiate their support in a systematic manner.

Action Step 1 `5`

Instructional coaches will implement a plan of support using the coaching cycle.

Person Responsible

Brian Killeen

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Coach's Calendars

Plan to Monitor Fidelity of Implementation of G1.B1.S6 `6`

Coach's Calendars will be reviewed each week

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Coach's Calendars

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 `7`

Classroom observations.

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthrough and iObservation Data

G1.B1.S7 On-going professional development in the area of FSs through common planning and learning team meetings `4`

`S110009`

Strategy Rationale

Each grade level will work together to unpack the new standards and collaborate to determine the best practices to implement to allow our students to meet those standards.

Action Step 1 `5`

Professional development/training through common planning and LTMs

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

LTM/Common planning agendas and minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S7 `6`

Participate in Common Planning and Learning Team Meetings

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

LTM and CP notes and Anchor Charts

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 `7`

Classroom Walkthroughs by the Principal, Asst. Principal and coaches will be utilized to monitor implementation of the strategies and practices provided to teachers in the learning teams and common planning meetings.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 5/22/2015

Evidence of Completion

Walkthrough Data, Marzano Observation Data, Coaches logs.

G1.B1.S8 Select teachers will receive professional development in the area of FSs and the ELL population at the 9th Annual Language & Culture Conference: Key to the Core `4`

🔍 S110010

Strategy Rationale

Our ESOL teacher will be able to learn the best practices for successfully addressing the needs of our ELL students.

Action Step 1 `5`

Teachers will attend Conference offered by the Department of Multicultural Education

Person Responsible

Brian Killeen

Schedule

On 11/4/2014

Evidence of Completion

Conference Registration.

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

Conference Sign-In Sheets will be collected

Person Responsible

Brian Killeen

Schedule

On 11/5/2014

Evidence of Completion

Conference Sign-In sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

Teachers will be asked to present during LTMs and CPs, lesson plans will be monitored and observations will be utilized to ensure that the best practices learned during the conference are being implemented

Person Responsible

Brian Killeen

Schedule

On 6/1/2015

Evidence of Completion

LTM/CP notes, observation data

G1.B1.S9 Provide additional resource teachers to conduct guided instruction in the areas of Reading (LLI) and Science `4`

🔑 S110011

Strategy Rationale

Every teacher in the school will provide LLI instruction during our iii period.

Action Step 1 `5`

Conduct guided instruction in the areas of reading and science

Person Responsible

Brian Killeen

Schedule

Daily, from 9/15/2014 to 6/1/2015

Evidence of Completion

Lesson plans, walkthroughs, observations

Plan to Monitor Fidelity of Implementation of G1.B1.S9 `6`

Classroom walkthroughs and revew of lesson plans

Person Responsible

Brian Killeen

Schedule

On 6/4/2015

Evidence of Completion

Walkthrough feedback forms, iobservation reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S9 `7`

LLI implementation and data will be reviewed each week

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

LLI, walkthrough and iObservation data

G1.B1.S10 We will hire a math coach to model small group guided instruction. `4`

🔑 S110012

Strategy Rationale

The math coach will provide our teachers the tools so that they can implement effective guided instruction during our math block.

Action Step 1 `5`

Math coach to model guided instruction

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Math Coach's Calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S10 `6`

Administrators will attend math Common Planning Meetings and conduct classroom walkthroughs to monitor implementation of strategies and practices provided to teachers during Common Planning

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 5/22/2015

Evidence of Completion

Classroom Walkthrough Data, Marzano Observation Data, Coaches' Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S10 `7`

Administrators will attend math Common Planning Meetings and conduct classroom walkthroughs to monitor implementation of strategies and practices provided to teachers during Common Planning.

Additionally, student achievement data; diagnostic test, formative assessments will be analyzed to monitor the effectiveness of the strategies and practices.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 5/22/2015

Evidence of Completion

Classroom Walkthrough Data, Marzano Observation Data, Coaches' Logs, Diagnostic Data, weekly formative assessment data.

G1.B1.S11 Provide tutorial and classroom/tutorial supplies to include paper and ink for classroom use, pencils, pens, markers, post-it notes, chart paper, laminating film, and classroom libraries. 4

🔑 S110014

Strategy Rationale

We wish to ensure that our students attending our tutorial program have the proper instructional supplies.

Action Step 1 5

Tutorial and classroom/tutorial supplies

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 5/16/2015

Evidence of Completion

Sign in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S11 6

Tutorial classrooms will be observed to ensure that students have the necessary materials.

Person Responsible

Brian Killeen

Schedule

Weekly, from 10/15/2014 to 5/14/2015

Evidence of Completion

Instructional supplies are in place for tutorials.

Plan to Monitor Effectiveness of Implementation of G1.B1.S11 7

Tutorials will be observed

Person Responsible

Brian Killeen

Schedule

Weekly, from 10/15/2014 to 5/14/2015

Evidence of Completion

Tutorial lessons run seamlessly as a result of being properly supplied.

G2. Teachers will implement purposeful writing across the curriculum 1

G040744

G2.B1 Composition notebooks/journals needed for every student for every subject (3000 notebooks!); Teachers lack confidence in teaching writing. Teachers lack knowledge of FSAs in Writing; Learners are not accustomed to writing outside the English Language Arts context and will need direct instruction/gradual release model to build their skills and comfort level. 2

B098654

G2.B1.S1 Purchase composition notebooks for all students for reading, writing, math and science. 4

S110015

Strategy Rationale

To ensure that the students and teachers have the proper materials for writing across the curriculum.

Action Step 1 5

Purchase composition books

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student composition books are examined during classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Observations will be used to ensure that composition books are utiilized for students to write in all content areas.

Person Responsible

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Classroom observations and student composition books.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Coaches will review student notebooks (randomly) and both coaches and administration will review Palm Beach Writes data.

Person Responsible

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Students notebooks will show evidence that the students' writing has reflected the use of strategies taught during PD. Palm Beach Writes data will show growth in students writing on expository pieces.

G2.B1.S2 Provide professional development throughout the year for 1) FSAs in writing and 2) Using writing to enhance student learning in all content areas. 4

🔑 S110016

Strategy Rationale

So that our students are able to meet the writing expectations for the new FSAs.

Action Step 1 5

Trainers from the District and Highland Content Area Coaches will conduct Reading/Writing, Math/Writing and Science/Writing professional development for all Highland classroom teachers

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teacher Sign-in sheets and follow-up documents teachers complete in order to get their inservice points;

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Coaches will present PD attendance lists to school administration. Together they will determine which PD is needed for which teachers and develop/revise Highland's PD schedule

Person Responsible

Brian Killeen

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

All teachers have received the prescribed PD before January.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administrators and coaches will utilize classroom visits to determine whether the practices and strategies taught during PD are being successfully implemented and whether further or different professional development is needed.

Person Responsible

Brian Killeen

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Content area coaches will, on a weekly basis, randomly review student notebooks to ensure that students are writing on-grade level responses to their learning.

G3. Establish a School Based Leadership Team Data Review Calendar `1`

🔍 G040746

G3.B1 Identifying most efficient data reports `2`

🔍 B098657

G3.B1.S1 Identify the data points to pull reports. Based on data, determine areas of critical need. Schedule data monitoring checkpoints and assign responsibilities for pulling and disseminating reports. `4`

🔍 S110020

Strategy Rationale

Action Step 1 `5`

EDW and TERMS reports

Person Responsible

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

List of reports to be pulled monthly.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Scheduled meetings and data review

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Meeting agendas, meeting minutes, and data reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring data

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Improvement in identified areas of need based on data.

G3.B2 Knowing which interventions are available and effective 2

B098658

G3.B2.S1 Receive training on interventions to target the areas of highest need. 4

S110028

Strategy Rationale

Action Step 1 5

Identify interventions to target our areas of greatest need and schedule training/PD.

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Meeting and/or PD agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitoring that we have best practice interventions in place and are trained to deliver those interventions.

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Meeting/PD agendas and/or minutes.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Monitoring data to ensure that interventions which are in place to address areas of greatest need are having an effect.

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Meeting agendas and minutes as well as data reports.

G3.B3 Parents need to be educated on how to assist their children toward academic and behavioral success `2`

🔑 B098659

G3.B3.S1 Hold parent trainings and make resources available in parent resource center `4`

🔑 S110029

Strategy Rationale

Action Step 1 `5`

Parent liaison to conduct parent trainings and make resources available in parent resource center

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monthly meetings with our Parent Liaison to review parent outreach.

Person Responsible

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Parent meeting sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Discipline data will be reviewed to determine if the attendance of students whose parents attended the meetings has improved.

Person Responsible

Brian Killeen

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student Attendance Data

G4. To increase our parent outreach in order to assist our parents in participating in their child's education. `1`

`G048550`

G4.B1 Parents who have little or no formal education find it difficult to participate in their child's education. `2`

`B121160`

G4.B1.S1 Hire a Parent Liaison to work with our parents to provide them with resources and knowledge to assist their children as they progress through their educational careers. `4`

`S133096`

Strategy Rationale

Research shows that the more the parents are involved in their child's education, the greater chance for success of that child.

Action Step 1 `5`

Hire a Parent Liaison to work with our parents to provide them with resources and knowledge to assist their children as they progress through their educational careers.

Person Responsible

Brian Killeen

Schedule

On 6/30/2015

Evidence of Completion

Parent Liaison phone logs; Parent Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Administration will meet with the Parent Liaison once each month to review the past month's activities and plan for the coming month.

Person Responsible

Brian Killeen

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Parent Liaison Activity Logs; Parent Sign-In Sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administration will meet with the Parent Liaison once each month to review the past month's activities and plan for the coming month.

Person Responsible

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

SEQ Surveys; Parent Sign-In Sheets; Parent Liaison Activity Logs; Administration/Parent Liaison discussions.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Computer program for individualized targeted practice in reading and math.	Killeen, Brian	9/22/2014	Tutorial sign in sheets and computer generated reports.	6/4/2015 daily
G1.B1.S2.A1	Teachers will be provided professional development throughout the school year.	Killeen, Brian	8/19/2014	All teacher will use flexible grouping to differentiate instruction and to meet the needs of their students through guided instruction.	6/1/2015 daily
G1.B1.S3.A1	Classroom walkthroughs	Killeen, Brian	9/1/2014	Posted schedules; walkthrough data.	5/22/2015 daily
G1.B1.S5.A1	Teachers who have shown an ability to learn and grow and are willing to become models for their peers will be utilized for peer observations.	Killeen, Brian	10/15/2014	A classroom visit schedule will be developed and implemented.	5/15/2015 monthly
G1.B1.S7.A1	Professional development/training through common planning and LTMs	Killeen, Brian	9/1/2014	LTM/Common planning agendas and minutes	6/1/2015 daily
G1.B1.S8.A1	Teachers will attend Conference offered by the Department of Multicultural Education	Killeen, Brian	11/3/2014	Conference Registration.	11/4/2014 one-time
G1.B1.S9.A1	Conduct guided instruction in the areas of reading and science	Killeen, Brian	9/15/2014	Lesson plans, walkthroughs, observations	6/1/2015 daily
G1.B1.S10.A1	Math coach to model guided instruction	Killeen, Brian	9/1/2014	Math Coach's Calendar	6/1/2015 weekly
G1.B1.S11.A1	Tutorial and classroom/tutorial supplies	Killeen, Brian	9/1/2014	Sign in sheets, lesson plans	5/16/2015 daily
G2.B1.S2.A1	Trainers from the District and Highland Content Area Coaches will conduct Reading/Writing, Math/Writing and Science/Writing professional development for all Highland classroom teachers	Killeen, Brian	9/1/2014	Teacher Sign-in sheets and follow-up documents teachers complete in order to get their inservice points;	6/1/2015 daily
G3.B1.S1.A1	EDW and TERMS reports		9/8/2014	List of reports to be pulled monthly.	6/1/2015 monthly
G3.B2.S1.A1	Identify interventions to target our areas of greatest need and schedule training/ PD.	Killeen, Brian	9/8/2014	Meeting and/or PD agendas	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A1	Parent liaison to conduct parent trainings and make resources available in parent resource center	Killeen, Brian	9/1/2014		6/1/2015 monthly
G1.B1.S4.A1	Walkthrough Schedule and Checklist will be created and implemented.	Killeen, Brian	9/1/2014	Walkthrough Data and iObservation Reports	6/1/2015 daily
G1.B1.S6.A1	Instructional coaches will implement a plan of support using the coaching cycle.	Killeen, Brian	10/1/2014	Coach's Calendars	6/1/2015 weekly
G2.B1.S1.A1	Purchase composition books	Killeen, Brian	9/1/2014	Student composition books are examined during classroom observations.	6/1/2015 daily
G4.B1.S1.A1	Hire a Parent Liaison to work with our parents to provide them with resources and knowledge to assist their children as they progress through their educational careers.	Killeen, Brian	7/1/2014	Parent Liaison phone logs; Parent Sign-in Sheets	6/30/2015 one-time
G1.B1.S1.A2	Provide additional resource teachers to conduct guided instruction in the areas of reading (LLI) and Science.	Killeen, Brian	9/2/2014		6/4/2015 daily
G1.B1.S4.A2	Walkthrough Schedule and Checklist will be created and implemented.	Killeen, Brian	9/1/2014	Walkthrough Data and iObservation Reports	6/1/2015 daily
G1.MA1	Common assessments, FAIR tests, District Diagnostic tests will be utilized to track student progress	Killeen, Brian	9/1/2014	Student data will show gains for 80% (or more) of the students in each content area.	6/1/2015 weekly
G1.B1.S1.MA1	Monitor Reading + and Math Ready Reports	Killeen, Brian	9/1/2014	Reading Plus and Ready Math reports and sign in sheets	6/4/2015 weekly
G1.B1.S1.MA1	Monitor Reading + and Math Ready reports, tutorial sign in sheets	Killeen, Brian	9/1/2014	Reading Plus and Ready Math reports and sign in sheets	6/4/2015 weekly
G1.B1.S2.MA1	Walkthroughs and observations conducted by administration; Learning Team Meetings and Common Planning meetings conducted by Coaches	Killeen, Brian	9/1/2014	Walkthrough data, observation notes, Marzano Evaluations, coaches logs, learning team and common planning notes.	6/1/2015 daily
G1.B1.S2.MA1	Ongoing professional development	Killeen, Brian	8/12/2014	Teacher Sign-In Sheets, Coaches Logs	6/1/2015 daily
G1.B1.S3.MA1	Classroom Walkthroughs	Killeen, Brian	9/1/2014	Posted schedules; walkthrough data.	6/1/2015 one-time
G1.B1.S3.MA1	[no content entered]	Killeen, Brian	9/1/2014	Posted schedules; walkthrough data.	6/1/2015 one-time
G1.B1.S4.MA1	Walkthrough Checklist and iObservation data will be reviewed to ensure effectiveness.	Killeen, Brian	9/1/2014	Walkthrough Data and iObservation Reports	6/1/2015 daily
G1.B1.S4.MA1	Walkthroughs will be conducted by the Principal and Asst. Principal	Killeen, Brian	9/1/2014	Walkthrough Data and iObservation Reports	6/1/2015 daily
G1.B1.S5.MA1	Classroom Walkthrough data, observation notes, Marzano evaluations.	Killeen, Brian	10/15/2014	Classroom walkthrough and observation data will indicate an increase in the teachers' use of and proficiency in utilizing data to flexibly group their students; aligning resourses and materials with the NGSSS and CCSS.	5/15/2015 weekly
G1.B1.S5.MA1	LTM and common planning discussions will used to measure the impact of the model classrooms.	Killeen, Brian	10/15/2014	LTM and Common Planning Notes will be collected and reviewed by school administration.	5/15/2015 daily
G1.B1.S6.MA1	Classroom observations.		Classroom Walkthrough and iObservation Data	one-time	
G1.B1.S6.MA1	Coach's Calendars will be reviewed each week	Killeen, Brian	9/1/2014	Coach's Calendars	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S7.MA1	Classroom Walkthroughs by the Principal, Asst. Principal and coaches will be utilized to monitor implementation of the strategies and practices provided to teachers in the learning teams and common planning meetings.	Killeen, Brian	9/1/2014	Walkthrough Data, Marzano Observation Data, Coaches logs.	5/22/2015 daily
G1.B1.S7.MA1	Participate in Common Planning and Learning Team Meetings	Killeen, Brian	9/1/2014	LTM and CP notes and Anchor Charts	6/1/2015 daily
G1.B1.S8.MA1	Teachers will be asked to present during LTMs and CPs, lesson plans will be monitored and observations will be utilized to ensure that the best practices learned during the conference are being implemented	Killeen, Brian	11/5/2014	LTM/CP notes, observation data	6/1/2015 one-time
G1.B1.S8.MA1	Conference Sign-In Sheets will be collected	Killeen, Brian	11/5/2014	Conference Sign-In sheets.	11/5/2014 one-time
G1.B1.S9.MA1	LLI implementation and data will be reviewed each week	Killeen, Brian	9/1/2014	LLI, walkthrough and iObservation data	6/1/2015 weekly
G1.B1.S9.MA1	Classroom walkthroughs and revew of lesson plans	Killeen, Brian	9/15/2014	Walkthrough feedback forms, iobservation reports	6/4/2015 one-time
G1.B1.S10.MA1	Administrators will attend math Common Planning Meetings and conduct classroom walkthroughs to monitor implementation of strategies and practices provided to teachers during Common Planning. Additionally, student achievement data; diagnostic test, formative assessments will be analyzed to monitor the effectiveness of the strategies and practices.	Killeen, Brian	9/1/2014	Classroom Walkthrough Data, Marzano Observation Data, Coaches' Logs, Diagnostic Data, weekly formative assessment data.	5/22/2015 daily
G1.B1.S10.MA1	Administrators will attend math Common Planning Meetings and conduct classroom walkthroughs to monitor implementation of strategies and practices provided to teachers during Common Planning	Killeen, Brian	9/1/2014	Classroom Walkthrough Data, Marzano Observation Data, Coaches' Logs	5/22/2015 daily
G1.B1.S11.MA1	Tutorials will be observed	Killeen, Brian	10/15/2014	Tutorial lessons run seamlessly as a result of being properly supplied.	5/14/2015 weekly
G1.B1.S11.MA1	Tutorial classrooms will be observed to ensure that students have the necessary materials.	Killeen, Brian	10/15/2014	Instructional supplies are in place for tutorials.	5/14/2015 weekly
G2.MA1	Coaches will review student notebooks (randomly) and both coaches and administration will review Palm Beach Writes data.		9/1/2014	Students notebooks will show evidence that the students' writing has reflected the use of strategies taught during PD. Palm Beach Writes data will show growth in students writing on expository pieces.	6/1/2015 daily
G2.B1.S1.MA1	Coaches will review student notebooks (randomly) and both coaches and administration will review Palm Beach Writes data.		9/1/2014	Students notebooks will show evidence that the students' writing has reflected the use of strategies taught during PD. Palm Beach Writes data will show growth in students writing on expository pieces.	6/1/2015 daily
G2.B1.S1.MA1	Observations will be used to ensure that composition books are utiilized for students to write in all content areas.		9/1/2014	Classroom observations and student composition books.	6/1/2015 daily
G2.B1.S2.MA1	Administrators and coaches will utilize classroom visits to determine whether the practices and strategies taught during PD are being successfully implemented and whether further or	Killeen, Brian	9/1/2014	Content area coaches will, on a weekly basis, randomly review student notebooks to ensure that students are writing on-grade level responses to their learning.	6/1/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	different professional development is needed.				
G2.B1.S2.MA1	Coaches will present PD attendance lists to school administration. Together they will determine which PD is needed for which teachers and develop/revise Highland's PD schedule	Killeen, Brian	9/1/2014	All teachers have received the prescribed PD before January.	6/1/2015 weekly
G3.MA1	Adherence to data review calendar	Killeen, Brian	9/8/2014	Meeting agendas, meeting minutes, and data reports.	6/1/2015 monthly
G3.B1.S1.MA1	Monitoring data	Killeen, Brian	9/8/2014	Improvement in identified areas of need based on data.	6/1/2015 monthly
G3.B1.S1.MA1	Scheduled meetings and data review	Killeen, Brian	9/8/2014	Meeting agendas, meeting minutes, and data reports	6/1/2015 monthly
G3.B2.S1.MA1	Monitoring data to ensure that interventions which are in place to address areas of greatest need are having an effect.	Killeen, Brian	9/8/2014	Meeting agendas and minutes as well as data reports.	6/1/2015 monthly
G3.B2.S1.MA1	Monitoring that we have best practice interventions in place and are trained to deliver those interventions.	Killeen, Brian	9/8/2014	Meeting/PD agendas and/or minutes.	6/1/2015 monthly
G3.B3.S1.MA1	Discipline data will be reviewed to determine if the attendance of students whose parents attended the meetings has improved.	Killeen, Brian	9/1/2014	Student Attendance Data	6/1/2015 monthly
G3.B3.S1.MA1	Monthly meetings with our Parent Liaison to review parent outreach.		9/1/2014	Parent meeting sign-in sheets.	6/1/2015 monthly
G4.MA1	SEQ Surveys, Parent Sign-In Sheets; Parent Liaison Activity Logs.		7/1/2014	SEQ Surveys, Parent Sign-In Sheets; Parent Liaison Activity Logs.	6/30/2015 monthly
G4.B1.S1.MA1	Administration will meet with the Parent Liaison once each month to review the past month's activities and plan for the coming month.		7/1/2014	SEQ Surveys; Parent Sign-In Sheets; Parent Liaison Activity Logs; Administration/Parent Liaison discussions.	6/30/2015 monthly
G4.B1.S1.MA1	Administration will meet with the Parent Liaison once each month to review the past month's activities and plan for the coming month.	Killeen, Brian	7/1/2014	Parent Liaison Activity Logs; Parent Sign-In Sheets	6/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.

G1.B1 Teachers who are more comfortable with whole group instruction; Teachers are unsure of how to use data to group students; Teachers do not choose materials and resources appropriately for successful implementation; Teachers lack knowledge of FSAs.

G1.B1.S2 Professional development on effective, intentional, data-driven small group guided instruction.

PD Opportunity 1

Teachers will be provided professional development throughout the school year.

Facilitator

Reading, Math and Science Coaches.

Participants

All Highland content area teachers

Schedule

Daily, from 8/19/2014 to 6/1/2015

G1.B1.S5 Establish model classrooms for peer learning/professional development.

PD Opportunity 1

Teachers who have shown an ability to learn and grow and are willing to become models for their peers will be utilized for peer observations.

Facilitator

Content Area Coaches

Participants

Content Area Coaches; Administration

Schedule

Monthly, from 10/15/2014 to 5/15/2015

G2. Teachers will implement purposeful writing across the curriculum

G2.B1 Composition notebooks/journals needed for every student for every subject (3000 notebooks!); Teachers lack confidence in teaching writing. Teachers lack knowledge of FSAs in Writing; Learners are not accustomed to writing outside the English Language Arts context and will need direct instruction/gradual release model to build their skills and comfort level.

G2.B1.S2 Provide professional development throughout the year for 1) FSAs in writing and 2) Using writing to enhance student learning in all content areas.

PD Opportunity 1

Trainers from the District and Highland Content Area Coaches will conduct Reading/Writing, Math/Writing and Science/Writing professional development for all Highland classroom teachers

Facilitator

Content Area Coaches

Participants

Administration and Content Area Coaches

Schedule

Daily, from 9/1/2014 to 6/1/2015

G3. Establish a School Based Leadership Team Data Review Calendar

G3.B2 Knowing which interventions are available and effective

G3.B2.S1 Receive training on interventions to target the areas of highest need.

PD Opportunity 1

Identify interventions to target our areas of greatest need and schedule training/PD.

Facilitator

District specialists, Guidance Counselors, RtI Specialist, ESE Coordinator

Participants

School based leadership team

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.	327,810
Goal 4: To increase our parent outreach in order to assist our parents in participating in their child's education.	26,404
Grand Total	**354,214**

Goal 1: To differentiate instruction, teachers will implement guided instruction/practice in all Language Arts, Math, and Science classes.		
Description	**Source**	**Total**
B1.S1.A1 - Reading Plus	SIG 1003(a)	8,000
B1.S1.A1 - Computer Teacher's Salary	Title I Part A	65,879
B1.S1.A1 - iReady	SIG 1003(a)	6,300
B1.S1.A2 - LLI Coach's Salary	Title I Part A	73,058
B1.S1.A2 - Supplies	Title I Part A	2,000
B1.S2.A1 - Math Coach	Title I Part A	65,879
B1.S2.A1 - Science Coach	Title I Part A	65,879
B1.S2.A1 - Classroom Supplies to include paper and ink for EDW reports.	Title I Part A	1,000
B1.S6.A1 - See Strategy #2		0
B1.S8.A1 - Multicultural Conference	Title I Part A	225
B1.S11.A1 - Classroom Supplies to include paper, ink, folders, classroom libraries chart paper, highlighters, pens, pencils, composition books, etc.	Title I Part A	5,000
B1.S11.A1 - Tutorial Teachers' Salary	Title I Part A	13,363
B1.S11.A1 - Classroom Supplies to include paper, ink, folders, classroom libraries chart paper, highlighters, pens, pencils, composition books, etc.	SIG 1003(a)	5,700
B1.S11.A1 - Tutorial teachers' salaries.	SIG 1003(a)	15,527
Total Goal 1		**327,810**

Goal 4: To increase our parent outreach in order to assist our parents in participating in their child's education.		
Description	**Source**	**Total**
B1.S1.A1 - Parent Liaison Salary	Title I Part A	25,404
B1.S1.A1 - Supplies	Title I Part A	1,000
Total Goal 4		**26,404**