

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: HIGHLAND ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Brian Killeen

SAC Chair: Ana Maria Mancini

Superintendent: E. Wayne Gent

Date of School Board Approval: January 2011

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Degrees B.A.			2011-2012 Grade C Reading Mastery 30%, Math Mastery 39%, Writing Mastery 68%, Science Mastery 40%; Reading Gains 70%; Math Gains 61%, Lowest 25% gains in Reading 82% Lowest 25% Gains in Math 78%. 2010-2011 Grade C Reading Mastery 53%, Math Mastery 56%, Writing Mastery 89%, Science Mastery 44%; AYP 72%, NAYP in Reading and Math for total population, Black, ELL, SWD, Econ. Disadvantaged. NAYP in reading only for Hispanic students. 2009-2010 Grade C Reading Mastery 57%, Math Mastery 58%, Writing Mastery 78%, Science Mastery 36%; AYP 67%, NAYP in reading and math for Black, Hispanic, Economically Disadvantaged, ELL and SWD students. 2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%,

Principal	Brian Killeen	<p>Communications University of Miami M.S. ed. Education Nova Southeastern University Certification – School Principal, Middle Grades Social Sc</p>	8	16	<p>Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students. 2008-2009: Grade B, Reading Mastery 60%, Math Mastery 60%, Writing Mastery 99%, Science Mastery 19%; AYP 82%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total, Black, Hispanic and Econ. Disadv. students. 2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students. 2006-2007 Grade C Reading Mastery 61%, Math Mastery 61%, Writing Mastery 78%, Science Mastery 23%; AYP 95%, NAYP in reading SWD students; NAYP in math SWD students. 2005-2006 Grade B, Reading Mastery 58%, Math Mastery 68%, Writing Mastery 85%, AYP 90%, NAYP in reading for ELL and SWD students; NAYP in math for Black and SWD students. 2004-2005 Grade B, Reading Mastery 67%, Math Mastery 69%, Writing Mastery 84%, AYP 90%, NAYP in reading for SWD students; NAYP in math for SWD students</p>
Assis Principal	Linda Darling	<p>Degrees B.A. - Exceptional Student Education, Barry University M.S. Education, Florida Atlantic University</p> <p>Certification Early Childhood Education (Nursery-Pre-K), Educational Leadership (All Levels), Elementary Education (1-6), Emotionally Handicapped (K-12), ESOL Endorsement, Specific Learning Disabilities (L-12).</p>	11	21	<p>2011-2012 Grade C Reading Mastery 30%, Math Mastery 39%, Writing Mastery 68%, Science Mastery 40%; Reading Gains 70%; Math Gains 61%, Lowest 25% gains in Reading 82% Lowest 25% Gains in Math 78%. 2010-2011 Grade C Reading Mastery 53%, Math Mastery 56%, Writing Mastery 89%, Science Mastery 44%; AYP 72%, NAYP in Reading and Math for total population, Black, ELL, SWD, Econ. Disadvantaged. NAYP in reading only for Hispanic students. 2009-2010 Grade C Reading Mastery 57%, Math Mastery 58%, Writing Mastery 78%, Science Mastery 36%; AYP 67%, NAYP in reading and math for Black, Hispanic, Economically Disadvantaged, ELL and SWD students. 2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students. 2008-2009: Grade B, Reading Mastery 60%, Math Mastery 60%, Writing Mastery 99%, Science Mastery 19%; AYP 82%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total, Black, Hispanic and Econ. Disadv. students. 2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students. 2006-2007 Grade C Reading Mastery 61%, Math Mastery 61%, Writing Mastery 78%, Science Mastery 23%; AYP 95%, NAYP in reading SWD students; NAYP in math SWD students. 2005-2006 Grade B, Reading Mastery 58%, Math Mastery 68%, Writing Mastery 85%, AYP 90%, NAYP in reading for ELL and SWD students; NAYP in math for Black and SWD students. 2004-2005 Grade B, Reading Mastery 67%, Math Mastery 69%, Writing Mastery 84%, AYP 90%, NAYP in reading for SWD students; NAYP in math for SWD students</p>

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ana Maria Mancini	<p>Degrees B.S. Elementary Education, Florida State University; M.S Reading, Nova Southeastern University</p> <p>Certification Elementary Education (1-6), ESOL Endorsement, Reading (K-12)</p>	18	8	<p>2011-2012 Grade C Reading Mastery 30%, Math Mastery 39%, Writing Mastery 68%, Science Mastery 40%; Reading Gains 70%; Math Gains 61%, Lowest 25% gains in Reading 82% Lowest 25% Gains in Math 78%.</p> <p>2010-2011 Grade C Reading Mastery 53%, Math Mastery 56%, Writing Mastery 89%, Science Mastery 44%; AYP 72%, NAYP in Reading and Math for total population, Black, ELL, SWD, Econ. Disadvantaged. NAYP in reading only for Hispanic students.</p> <p>2009-2010 Grade C Reading Mastery 57%, Math Mastery 58%, Writing Mastery 78%, Science Mastery 36%; AYP 67%, NAYP in reading and math for Black, Hispanic, Economically Disadvantaged, ELL and SWD students.</p> <p>2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students.</p> <p>2008-2009: Grade B, Reading Mastery 60%, Math Mastery 60%, Writing Mastery 99%, Science Mastery 19%; AYP 82%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total, Black, Hispanic and Econ. Disadv. students.</p> <p>2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students.</p> <p>2006-2007 Grade C Reading Mastery 61%, Math Mastery 61%, Writing Mastery 78%, Science Mastery 23%; AYP 95%, NAYP in reading SWD students; NAYP in math SWD students.</p> <p>2005-2006 Grade B, Reading Mastery 58%, Math Mastery 68%, Writing Mastery 85%, AYP 90%, NAYP in reading for ELL and SWD students; NAYP in math for Black and SWD students.</p> <p>2004-2005 Grade B, Reading Mastery 67%, Math Mastery 69%, Writing Mastery 84%, AYP 90%, NAYP in reading for SWD students; NAYP in math for SWD students.</p>
					<p>2011-2012 Grade C Reading Mastery 30%, Math Mastery 39%, Writing Mastery 68%, Science Mastery 40%; Reading Gains 70%; Math Gains 61%, Lowest 25% gains in Reading 82% Lowest 25% Gains in Math 78%.</p> <p>2010-2011 Grade C Reading Mastery 53%, Math Mastery 56%, Writing Mastery 89%, Science Mastery 44%; AYP 72%, NAYP in Reading and Math for total population, Black, ELL, SWD, Econ. Disadvantaged. NAYP in reading only for Hispanic students.</p> <p>2009-2010 Grade C Reading Mastery 57%, Math Mastery 58%, Writing Mastery 78%, Science Mastery 36%; AYP 67%, NAYP in reading and math for Black, Hispanic, Economically Disadvantaged, ELL and SWD</p>

Math	Joann Braziel	Degrees B.A. Elementary Education, Talladega College Certification Elementary Education (1-6), ESOL Endorsement	26	13	students. 2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students. 2008-2009: Grade B, Reading Mastery 60%, Math Mastery 60%, Writing Mastery 99%, Science Mastery 19%; AYP 82%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total, Black, Hispanic and Econ. Disadv. students. 2007-2008: Grade A, Reading Mastery 63%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 38%; AYP 87%, NAYP in reading for Hispanic, ELL and SWD students; NAYP in math for total Hispanic and ELL students. 2006-2007 Grade C Reading Mastery 61%, Math Mastery 61%, Writing Mastery 78%, Science Mastery 23%; AYP 95%, NAYP in reading SWD students; NAYP in math SWD students. 2005-2006 Grade B, Reading Mastery 58%, Math Mastery 68%, Writing Mastery 85%, AYP 90%, NAYP in reading for ELL and SWD students; NAYP in math for Black and SWD students. 2004-2005 Grade B, Reading Mastery 67%, Math Mastery 69%, Writing Mastery 84%, AYP 90%, NAYP in reading for SWD students; NAYP in math for SWD students.
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly meetings with the Principal as a part of the ESP program.	Principal	Ongoing	
2	2. New teachers are partnered with veteran faculty members	Principal	Ongoing	
3	3. New Teachers provided extra support through coaches	Principal/Coaches	Ongoing	
4	4. Referrals from District Personnel Office, Colleagues and Co-Workers	Principal	Ongoing	
5	5. Professional Development on specified half-days and full days throughout the year	Principal/Coaches	Ongoing	
6	6. Learning Team Meetings	Learning Team Facilitator, Reading and Math Coaches	Ongoing	
7	7. Grade Level/Department Meetings	Grade/Department Chairs	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
67	1.5%(1)	19.4%(13)	43.3%(29)	37.3%(25)	41.8%(28)	100.0%(67)	0.0%(0)	4.5%(3)	80.6%(54)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Katie Leach	Monica Marcello	Katie Leach has held the position of Primary Dual Language Chair for the past 6 years. Her experience as a dual language teacher and chairperson will be invaluable for Monica.	1) Monthly classroom observations of one another 2) Monthly meetings with principal to review walk-through data 3)LTMs and Professional Development Days are utilized to learn Marzano's protocol.
Emmanuel Fergile	Andrea Sturgill	Emmanuel is an exemplary music teacher. He also serves as our Fine Arts Department Chair.	1) Monthly classroom observations of one another 2) Monthly meetings with principal to review walk-through data 3)LTMs and Professional Development Days are utilized to learn Marzano's protocol.
Lisa Nippert	Jinnie Dorvill	Lisa is a highly experienced Kindergarten math teacher and team leader.	1) Monthly classroom observations of one another 2) Monthly meetings with principal to review walk-through data 3)LTMs and Professional Development Days are utilized to learn Marzano's protocol.
Tiffany Beagle	Heather Logan	Tiffany is a tremendous, highly effective reading teacher.	1) Monthly classroom observations of one another 2) Monthly meetings with principal to review walk-through data 3)LTMs and Professional Development Days are utilized to learn Marzano's protocol.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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 coaches and resources for professional development and an Response to Intervention (RtI) Facilitator. Family involvement activities including parent trainings are funded through Title I.

Title I, Part C- Migrant

Title I, Part D

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (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 Reading Sunshine State Standards (SSS) test, students who had a predicted FCAT Level 1 or 2 on the Grade 2 Spring SSS Diagnostic, students who had a spring or fall SRI lexile score less than 282 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 Scholastic Reading Inventory (SRI). Although funds may be used for struggling readers in 4th and 5th grades, our number of students who are reading below grade level in 3rd grade are such that we cannot service the 4th and 5th grades through SAI.

Violence Prevention Programs

The school offers our students non-violence and character education programs including Capturing Kids Hearts, Conflict Resolution and Character Counts to students. These programs incorporate field trips, community service and counseling. Highland also began the Positive Behavior Intervention System either in FY10.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Highland participates in the Districts 100% Accessible Breakfast Program. In 2009, over 73,000 meals were served to our students through this program. Highland has made it a priority that EVERY student receive breakfast before beginning school.

Housing Programs

See Partnership with Adopt-A-Family

Head Start

Highland had applied for a partnership grant through Head Start to assist in the funding of the two Pre-K classes funded through the Prevention Partnerships for Children Grant. For logistical reasons, Highland withdrew from the grant process but has kept a dialogue ongoing with Head Start in hopes of a partnership in the future.

Adult Education

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

Career and Technical Education

NA

Job Training

NA

Other

Title IV Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RTI Specialist (full-time for the 2012-2013 school year): Provides a common vision for the use of data-based decision-making, 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.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Coordinator (also served as SBT Leader) and Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

English for Speakers of Other Languages (ESOL) Coordinator (also served as SBT Leader) and Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

English for Speakers of Other Languages (ESOL) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

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.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting

benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The School-Based Team (SBT) leader meets with the RtI team to discern the needs of the school from the perspective of the RtI Team. The SBT leader, as a member of the School Improvement Plan Team provides input to the School Improvement Plan team.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Highland Elementary School (HES) has created their own template for Tier I, II, and III charts. Plot graphs are also created based on the data collected from the general education teacher.

Describe the plan to train staff on MTSS.

The staff will attend an annual training at the beginning of the school year, and the sole purpose of the meeting will be to educate them on RtI. In addition, the RtI specialist will provide extra assistance at the district level.

Describe the plan to support MTSS.

Funding has been set aside to hire a full-time RtI Facilitator. Additionally, 30 minutes have been set aside at the end of each day to provide school-wide RtI services for all students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team consists of the Principal, Asst. Principal, Reading Coach, SAI Teacher, Media Specialist and selected teachers.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets each month to review available data, determine trends, school needs and areas of concern and develop, implement and review a plan to address the needs of the school and areas of concern.

The meetings are facilitated by the Principal and Reading Coach. Responsibilities are assigned based on the plan that is chosen and the outcomes once the plan is in place.

What will be the major initiatives of the LLT this year?

The major initiative this year is to increase the amount of time our students spend reading independently throughout the school. Though this effort will be school-wide and across all content areas, Highland will be emphasizing implementation of Reader's Workshop at all grade levels. Additionally, Reading Counts will continue to be implemented at each grade level.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/4/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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 Beacon Bridges 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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	According to the Palm Beach County Educational Data Warehouse (EDW), 30% of Highland Students were proficient in reading as reflected on the 2012 FCAT results. Of those students, 10% scored in Level 4 or 5. This data indicates a 23% decrease in the level of proficiency for Highland students. The clusters in which we have the greatest cause for concern overall and for each of our subgroups are main idea and cause and effect.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of Highland students were proficient; 17% scored at Level 4 or Level 5.	By June 2013, 86% of Highland students will be proficient or will have made at least one year's growth according to the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals.	1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests, SRI, FAIR Testing

		<p>data is being collected and used to drive reading instruction.</p> <p>9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.</p> <p>10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>12. Upgrade Computer Labs and computer stations in the classrooms.</p> <p>13. Provide Reading Summer Slide Program for all grade levels.</p> <p>14. Books will be purchased to upgrade classroom libraries.</p>			
2	<p>High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.</p>	<p>1. Identify students who are new to our school and provide extra remedial support throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.</p> <p>4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.</p> <p>5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>7. Reading Coach will provide PD as needed for teachers.</p> <p>8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected</p>	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<p>1. Walkthrough Data,</p> <p>2. Learning Walk Observations,</p> <p>3. Summative Evaluations</p> <p>4. Coach's Log</p> <p>5. Diagnostic Tests</p> <p>6. FCAT Scores</p>

		and used to drive reading instruction. 9. Provide Reading Summer Slide Program for all grade levels.			
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year. 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.	Principal/SAC Chair	Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs	Parent attendance logs from Bridges and Parent Night events

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Highland students in all subgroups struggle to attain proficiency in reading, much less level 4 and 5 scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% of Highland students scored in performance levels 4 or 5 on the 2012 FCAT.	By June 2013 the percentage of students who perform above grade level on the FY13 FCAT will reach 25%.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The majority of students entering Highland speak Kanjobal, or Creole. In a school with 98% FRL, our students' already high English language deficits are greatly increased	Increase each students oral language skills through use of the Workshop model across the curriculum	Principal	Principal walkthroughs, formative assessments, learning team discussions	Walkthrough data, formative assessment data.
2	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	<ol style="list-style-type: none"> 1. Identify students who are new to our school and provide extra remedial support throughout the year. 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop. 5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training. 6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs. 7. Reading Coach will provide PD as needed for teachers. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. Provide Reading Summer Slide Program for all grade levels. 10. Books will be purchased to upgrade classroom libraries. 	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<ol style="list-style-type: none"> 1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	<ol style="list-style-type: none"> 1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year. 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs 	Principal/SAC Chair	Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs.	Parent attendance logs from Bridges and Parent Night events

		to provide students with intensive phonics and phonemic awareness instruction			
4	Resources are expended elsewhere - because of our large number of low-performing students, most of the resources in personnel and funding are expended attempting to bring those students to proficiency.	1. Identify our Level 4 and Level 5 students to provided targeted enrichment strategies in the classrooms. 2. Provide extended day opportunities for enrichment through clubs and other extra curricular activities. 3. Two Title I classroom teachers will allow for reduced class size and small group instruction. 4. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training. 5. Provide most up-to-date training for our coaches and teachers to prepare to address our school needs. 6. Coaches will provide PD as needed for teachers.	Principal/Asst Principal	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		Highland experienced a 11% increase in the number of students who scored learning gains on the 2012 FCAT.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

70% of Highland students scored learning gains on the 2012 FCAT.

By June 2013, 80% of its 4th and 5th grade students will show at least one year's time on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.</p>	<ol style="list-style-type: none"> 1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop. 10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training. 11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs. 12. Upgrade Computer Labs and computer 	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<ol style="list-style-type: none"> 1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log

		<p>stations in the classrooms.</p> <p>13. Provide Reading Summer Slide Program for all grade levels.</p> <p>14. Books will be purchased to upgrade classroom libraries.</p>			
2	<p>High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.</p>	<p>1. Identify students who are new to our school and provide extra remedial support throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.</p> <p>4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.</p> <p>5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>7. Reading Coach will provide PD as needed for teachers.</p> <p>8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction.</p> <p>9. Provide Reading Summer Slide Program for all grade levels.</p>	Principal/CoachES	<p>Administrators and Coaches will observe classes and provide follow-up professional development as needed.</p>	<p>1. Walkthrough Data,</p> <p>2. Learning Walk Observations,</p> <p>3. Summative Evaluations</p> <p>4. Coach's Log</p> <p>5. Diagnostic Tests</p> <p>6. FCAT Scores</p>
3	<p>At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.</p>	<p>1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p>	Principal/SAC Chair	<p>Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs</p>	<p>Parent attendance logs from Bridges and Parent Night events</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in

reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Highland's students in the lowest 25% experienced a 36% increase in the number of students who achieved learning gains on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% of Highland students in the lowest 25% scored learning gains on the 2012 FCAT.	By June 2011, 85% of Highland's students who are performing in the lowest 25% will achieve learning gains on the FY13 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log

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and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.

8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction.

9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.

10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.

11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.

12. Upgrade Computer Labs and computer stations in the classrooms.

13. Provide Reading Summer Slide Program for all grade levels.

14. Books will be purchased to upgrade classroom libraries.

2

High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.

1. Identify students who are new to our school and provide extra remedial support throughout the year.

2. Provide extended day and extended week tutorials for struggling students.

3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.

4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.

5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.

6. Provide most up-to-date training for our coach and reading teachers to prepare to

Principal/Coaches

Administrators and Coaches will observe classes and provide follow-up professional development as needed.

1. Walkthrough Data,
2. Learning Walk Observations,
3. Summative Evaluations
4. Coach's Log
5. Diagnostic Tests
6. FCAT Scores

		<p>address our school needs.</p> <p>7. Reading Coach will provide PD as needed for teachers.</p> <p>8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction.</p> <p>9. Provide Reading Summer Slide Program for all grade levels.</p>			
3	<p>At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.</p>	<p>1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction</p>	Principal/SAC Chair	<p>Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs.</p>	<p>Parent attendance logs from Bridges and Parent Night events</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Over a six-year period, Highland will reduce the achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34%	40%	46%	52%	58%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>As with our overall proficiency rate, the proficiency rates of all subgroups of students decreased significantly with FCAT 2.0. 37% (28/78) of our black students were proficient. While that is above the overall school average, it represents a 9% drop from 2011. The proficiency rate for Hispanic student dropped to 27% (61/227). This is 3% lower than the overall school average and is 14% less than 2011.</p>			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
37% of Highland's Black students and 27% of Highland's Hispanic student are reading proficiently according to the 2012 FCAT results	By June 2013, 40% of Highland Black and Hispanic students will be proficient in reading on FCAT 2013.			
<p>Problem-Solving Process to Increase Student Achievement</p>				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	<p>High ELL population - most Kanjobal or Creole speakers.</p> <p>- ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.</p>	<ol style="list-style-type: none"> 1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop. 10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training. 11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs. 12. Upgrade Computer Labs and computer stations in the classrooms. 13. Provide Reading Summer Slide Program for all grade levels. 14. Books will be purchased to upgrade classroom libraries. 	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<ol style="list-style-type: none"> 1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log
	High Mobility Rate - Trend data both on the	1. Identify students who are new to our school	Principal/Coaches	Administrators and Coaches will observe	1. Walkthrough Data,

2	<p>State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.</p>	<p>and provide extra remedial support throughout the year.</p> <ol style="list-style-type: none"> 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop. 5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training. 6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs. 7. Reading Coach will provide PD as needed for teachers. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. Provide Reading Summer Slide Program for all grade levels. 		<p>classes and provide follow-up professional development as needed.</p>	<ol style="list-style-type: none"> 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
3	<p>At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.</p>	<ol style="list-style-type: none"> 1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year. 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 	Principal/SAC Chair	<p>Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs.</p>	<p>Parent attendance logs from Bridges and Parent Night events</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:

7% (9/134) of our English Language Learners (ELL) scored in Level 3 or higher on FCAT 2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
9 of our 134 ELL students were proficient in reading according to the FCAT 2012 results	By June 2013, 36% of Highland ELL students will be proficient in reading on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	<ol style="list-style-type: none"> 1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop. 10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training. 11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school 	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<ol style="list-style-type: none"> 1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log

		<p>needs.</p> <p>12. Upgrade Computer Labs and computer stations in the classrooms.</p> <p>13. Provide Reading Summer Slide Program for all grade levels.</p> <p>14. Books will be purchased to upgrade classroom libraries.</p>			
2	<p>High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.</p>	<p>1. Identify students who are new to our school and provide extra remedial support throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.</p> <p>4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.</p> <p>5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>7. Reading Coach will provide PD as needed for teachers.</p> <p>8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction.</p> <p>9. Provide Reading Summer Slide Program for all grade levels.</p>	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<p>1. Walkthrough Data,</p> <p>2. Learning Walk Observations,</p> <p>3. Summative Evaluations</p> <p>4. Coach's Log</p> <p>5. Diagnostic Tests</p> <p>6. FCAT Scores</p>
3	<p>At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.</p>	<p>1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs</p>	Principal/SAC Chair	Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs.	Parent attendance logs from Bridges and Parent Night events

	to provide students with intensive phonics and phonemic awareness instruction.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	9 percent of our Students with Disabilities scored in Level 3 or higher on FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7 of 80 Highland students with disabilities were proficient in reading according to the FCAT 2012 results	By June 2013, 33% of Highland students with disabilities will be proficient in reading on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction. 8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. A resource teacher will be funded through Title I to assist with the implementation of the	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log

		<p>Reader's Workshop.</p> <p>10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>12. Upgrade Computer Labs and computer stations in the classrooms.</p> <p>13. Provide Reading Summer Slide Program for all grade levels.</p> <p>14. Books will be purchased to upgrade classroom libraries.</p>			
2	<p>High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.</p>	<p>1. Identify students who are new to our school and provide extra remedial support throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.</p> <p>4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.</p> <p>5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>7. Reading Coach will provide PD as needed for teachers.</p> <p>8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction.</p> <p>9. Provide Reading Summer Slide Program for all grade levels.</p>	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	<p>1. Walkthrough Data,</p> <p>2. Learning Walk Observations,</p> <p>3. Summative Evaluations</p> <p>4. Coach's Log</p> <p>5. Diagnostic Tests</p> <p>6. FCAT Scores</p>
	At-home support for our	1. Provide classes and	Principal/SAC Chair	Parent attendance logs	Parent attendance

3	students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support. Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs	assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year. 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.	from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs.	logs from Bridges and Parent Night events
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	29 percent (95/328) of our Economically Disadvantaged scored in Level 3 or higher on FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95 of Highland's 328 economically disadvantaged students (47%) were proficient in reading according to the FCAT 2012 results	By June 2013, 40% of Highland, economically disadvantaged students will be proficient in reading on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading materials in Media Center. 5. Required book checkout once each week through Specials classes. 6. Provide extended day and extended week tutorials for struggling students. 7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness	Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

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instruction.

8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction.

9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.

10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.

11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.

12. Upgrade Computer Labs and computer stations in the classrooms.

13. Provide Reading Summer Slide Program for all grade levels.

14. Books will be purchased to upgrade classroom libraries.

2

High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.

1. Identify students who are new to our school and provide extra remedial support throughout the year.

2. Provide extended day and extended week tutorials for struggling students.

3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.

4. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.

5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.

6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.

7. Reading Coach will provide PD as needed for teachers.

Principal/Reading Coach

Administrators and Coaches will observe classes and provide follow-up professional development as needed.

1. Walkthrough Data,
2. Learning Walk Observations,
3. Summative Evaluations
4. Coach's Log
5. Diagnostic Tests
6. FCAT Scores

		8. Teachers, administrators and the reading coach will receive continuous training (through Lit. in Action) to ensure that accurate data is being collected and used to drive reading instruction. 9. Provide Reading Summer Slide Program for all grade levels.			
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support. Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs	1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year. 2. Provide extended day and extended week tutorials for struggling students. 3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.	Principal/SAC Chair	Principal/SAC Chair Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs.	Parent attendance logs from Bridges and Parent Night events

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundation/Just Words Training	K-5	Jennifer Pizzi (District Staff)	Reading/Language Arts teachers who have not been trained.	Selected dates throughout the year depending on District Staff availability.	Walkthroughs will be utilized by administrators, coach, and resource teacher to monitor the implementation and fidelity of the Reader's Workshop model. Further PD will be determined based on the walkthrough data.	Principal, AP, Reading Coach and the Reading Resource Teacher
Developing Literacy First	K-5	Ana Maria Mancini	2nd Year Reading Teachers	Every Wednesday after school for 6 Weeks beginning October 12th (tentative date).	Walkthroughs will be utilized by administrators, coach, and resource teacher to monitor the implementation and fidelity of the Reader's Workshop model. Additionally, Fountas and Penell data for each teacher will be analyzed for proper assessment implementation. Further PD will be determined based on the walkthrough data.	Principal, AP, Reading Coach and the Reading Resource Teacher
				July & August Trainings at	Walkthroughs will be	

Reader's Workshop Training	K-5	Ana Maria Mancini	School-Wide	Columbia University. Each Professional Development Day, Bi-Weekly Team Meetings, LTMs Additionally, District staff and Columbia U Staff will provide regularly schedule professional development throughout the year.	utilized by administrators, coach, and resource teacher to monitor the implementation and fidelity of the Reader's Workshop model. Further PD will be determined based on the walkthrough data.	Principal, AP, Reading Coach and the Reading Resource Teacher
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase books to upgrade classroom libraries for Reader's Workshop	Tradebooks	Title I Function 5150 Acct 551100	\$10,000.00
Purchase Reader's Workshop Units of Study	Instructional guide for Reader's Workshop	Title I Function 5150 Acct 551100	\$4,000.00
Reading Tutorials	Students are provided with before school, after school and Saturday School tutorials.	Title I Function 5150 Acct 518400	\$10,500.00
Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct512000	\$12,728.80
			Subtotal: \$37,228.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase License for SuccessMaker	Online instructional/remediation program	Title I Function 5150 Acct 536680	\$5,700.00
			Subtotal: \$5,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Send teachers to the Teacher's College at Columbia University for Reader's Workshop training.	Week-long, in-depth professional development	Title I Function 6402 Acct 533600	\$28,000.00
Enlist consultants from the Teacher's College at Columbia University to provide on-site professional development.	On-Site professional development	Title I Function 6402 Acct 531010 Pew Grant (Additional \$14,000)	\$14,000.00
Reading Resource Teacher	Provide in-time professional development year-round	Title I Function 5150 Acct 512000	\$63,644.00
			Subtotal: \$105,644.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hire RtI Facilitator to provide interventions for struggling readers.	Identify struggling readers and provide resources and strategies to bring those students to proficiency.	Title I Function 5150 Acct 512000	\$12,729.00
			Subtotal: \$12,729.00
			Grand Total: \$161,301.80

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In 2012, Highland ELL students experienced a 12% gain in the percentage of students who were proficient in listening/speaking according to CELLA 2012.
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2012 Current Percent of Students Proficient in listening/speaking:

28% (113)of Highland ELL students were proficient in listening/speaking according to the 2012 CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English is not spoken in most homes of Highland students.	Using the workshop model in all content areas, strategies will be utilized by all teachers to develop our students oral language and listening skills.	Principal/Asst. Principal/Coaches	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests, SRI, FAIR Testing
2					

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	In 2012, Highland ELL students experienced a 1% gain in the percentage of students who were proficient in listening/speaking according to CELLA 2012.
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2012 Current Percent of Students Proficient in reading:

12%(47)of Highland ELL students were proficient in listening/speaking according to the 2012 CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals.	1. Provide training so our Community Language facilitators may assist reading instruction and increase the amount of time they work with teachers in the classroom. 2. Continuous training in Reader's Workshop in grades K-5. 3. Modeling of workshop model by the reading coach and observation of workshop model by coaches and Principal. 4. Enhance reading	Principal/Asst. Principal/Reading Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests, SRI, FAIR Testing

1

materials in Media Center.

5. Required book checkout once each week through Specials classes.
6. Provide extended day and extended week tutorials for struggling students.
7. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.
8. Teachers, administrators and the reading coach will receive continuous training(through Lit. in Action)to ensure that accurate data is being collected and used to drive reading instruction.
9. A resource teacher will be funded through Title I to assist with the implementation of the Reader's Workshop.
10. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.
11. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.
12. Upgrade Computer Labs and computer stations in the classrooms.
13. Provide Reading Summer Slide Program for all grade levels.

High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one

year's time.

1. Identify students who are new to our school and provide extra remedial support throughout the year.
2. Provide extended day and extended week tutorials for struggling students.
3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.
4. A resource teacher will be funded through Title I to assist with the implementation of

Principal/Coaches

Administrators and Coaches will observe classes and provide follow-up professional development as needed.

1. Walkthrough Data,
2. Learning Walk Observations,
3. Summative Evaluations
4. Coach's Log
5. Diagnostic Tests
6. FCAT Scores

2		<p>the Reader's Workshop.</p> <p>5. To ensure that quality instruction is provided by all reading teachers, all 2nd year teachers (at Highland) will be provided Developing Literacy First training.</p> <p>6. Provide most up-to-date training for our coach and reading teachers to prepare to address our school needs.</p> <p>7. Reading Coach will provide PD as needed for teachers.</p> <p>8. Teachers, administrators and the reading coach will receive continuous training(through Lit. in Action)to ensure that accurate data is being collected and used to drive reading instruction.</p> <p>9. Provide Reading Summer Slide Program for all grade levels.</p>			
3	<p>At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.</p>	<p>1. Provide classes and assistance during the day and evening through the Bridges program as well as Parent Night opportunities throughout the year.</p> <p>2. Provide extended day and extended week tutorials for struggling students.</p> <p>3. Use the Foundations in Kindergarten - 2nd grade and Just Words in 4th and 5th grades programs to provide students with intensive phonics and phonemic awareness instruction.</p>	Principal/SAC Chair	<p>Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education programs</p>	<p>Parent attendance logs from Bridges and Parent Night events</p>

Students write in English at grade level in a manner similar to non-ELL students.	
<p>3. Students scoring proficient in writing.</p> <p>CELLA Goal #3:</p>	<p>In 2012, Highland ELL students experienced a 4% gain in the percentage of students who were proficient in listening/speaking according to CELLA 2012.</p>
2012 Current Percent of Students Proficient in writing:	
13%(52)of Highland ELL students were proficient in listening/speaking according to the 2012 CELLA test.	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Writing Budget			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
See Reading and Writing Budget	-	-	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	According to the Palm Beach County Educational Data Warehouse (EDW), 39% of Highland Students were proficient in math as reflected on the 2012 FCAT results. Of those students, 15% scored in Level 4 or 5. This data indicates a 17% decrease in the level of proficiency for Highland students.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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39% of Highland students were proficient; 14% scored at Level 4 or Level 5.	By June 2013, 86% of Highland students will be proficient or will have had at least 1 year's worth of growth in math as measured by the FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a Math Coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
2	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development, including Grab & Go training to the faculty and staff and will assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide	Principal/Math Resource Teacher	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log

3	educational background to support.	extended day and extended week tutorials for struggling students. 3. Highland will hire a math resource teacher who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS. 3. Provide a Math camp for rising 3rd - 5th graders and their parents.		5. Diagnostic Tests 6. FCAT Scores
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Highland students in all subgroups struggle to attain proficiency (or above proficiency) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% of Highland students scored in performance levels 4 or 5 on the 2012 FCAT.	By June 2013 the percentage of students who perform above grade level on the FY13 FCAT will reach 30%.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Resources are expended elsewhere - because of our large number of low-performing students, most of the resources in personnel and funding are expended attempting to bring those	1. Identify our Level 4 and Level 5 students to provided targeted enrichment strategies in the classrooms. 2. Provide extended day opportunities for enrichment through clubs	Principal/Asst. Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	Administrators and Coaches will observe classes and provide follow-up professional development as needed.

1	students to proficiency.	and other extra curricular activities. 3. Provide most up-to-date training for our coach and math teachers to prepare to address our school needs. 4. Hire a math coach. 5. Upgrade Computer Labs and computer stations in the classrooms.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Highland experienced a 1% drop in the number of students who scored learning gains on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of Highland students scored learning gains on the 2012 FCAT.	By June 2013, 80% of its 4th and 5th grade students will show at least one year's time on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students.	Principal/Math Resource Teacher	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests

	time.	3. Highland will hire a math resource teacher who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.			6. FCAT Scores
2	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math resource teacher who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.	Principal/Math Resource Teacher	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math resource teacher who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Resource Teacher	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Highland's students in the lowest 25% earned a 6% increase in learning gains on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of Highland students in the lowest 25% scored learning gains on the 2012 FCAT.	By June 2013, 80% of Highland's students who are performing in the lowest 25% will achieve learning gains on the FY13 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
2	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

	faculty and staff and will assist in the implementation of the NGSSS.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Over a six-year period, Highland will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40%	46%	51%	57%	62%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Highland's Black and Hispanic students respectively scored proficient at 26% (20/78) and 43% (97/227). Black students scored 13 points below the school proficiency rate. Hispanic Students were slightly above (4%) the school's rate. As stated earlier, our Body of Knowledge that is of concern is Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of Highland's Black students and 47% of Highland's Hispanic students are proficient in math according to the 2012 FCAT results	By June 2012, 86% of Highland Black and Hispanic students will be proficient in math on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
2	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

		assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.			
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	37 percent of our English Language Learners (ELL) scored in Level 3 or higher on FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49 of our 134 ELL students were proficient in math according to the FCAT 2012 results	By June 2013, 47% of Highland's ELL students will be proficient in math on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

2		math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.			
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	31 percent of our Students with Disabilities scored in Level 3 or higher on FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24 of 80 of Highlands students with disabilities were proficient in math according to the FCAT 2012 results	By June 2012, 37% of Highland's students with disabilities will be proficient in math on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations

2	removal of our ELL paraprofessionals one year ago.	extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.			4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	39 percent of our Economically Disadvantaged scored in Level 3 or higher on FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
127 of Highland's 328 economically disadvantaged students were proficient in math according to the FCAT 2012 results	By June 2013, 46% of Highland's economically disadvantaged students will be proficient in math on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate - Trend data both on the State website and the Districts PYG report indicates that students who attended Highland for the past two years achieved one year's growth in one year's time.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
	High ELL population - most Kanjobal or Creole	1. Highland will continue to train teachers in and	Principal/Math Coach	Administrators and Coaches will observe	1. Walkthrough Data,

2	speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS. 4. Upgrade Computer Labs and computer stations in the classrooms.		classes and provide follow-up professional development as needed.	2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores
3	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will continue to train teachers in and implement Singapore Math and the Workshop Model 2. Highland will provide extended day and extended week tutorials for struggling students. 3. Highland will hire a math coach who will provide professional development to the faculty and staff and will assist in the implementation of the NGSSS.	Principal/Math Coach	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. Walkthrough Data, 2. Learning Walk Observations, 3. Summative Evaluations 4. Coach's Log 5. Diagnostic Tests 6. FCAT Scores

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Singapore Math	k-5	Math Coach	K-5 Mathematics Teachers	Ongoing from July through May	Walkthroughs will be utilized by administrators and coach to monitor the implementation and fidelity of Singapore Math strategies. Further PD will be determined based on the walkthrough data.	Principal and Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Tutorials	Students are provided with before school, after school and Saturday School tutorials	Title I Function 5150 Acct 518400	\$10,500.00
Highland will hire a full-time RTI			

Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct 512000	\$12,728.80
			Subtotal: \$23,228.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase SuccessMaker Online program	Online instruction in mathematics	Title I Function 5150 Acct 526680	\$5,700.00
			Subtotal: \$5,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Singapore Math	Teachers learn instructional strategies used in the Singapore Math program	Title I Function 6402 Acct 533600	\$20,000.00
Math Coach	Provide math professional development aligned with the goals and needs of the school.	Title I Function 6402 Acct 513000	\$67,588.00
			Subtotal: \$87,588.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$116,516.80			

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	According to the Palm Beach County Educational Data Warehouse (EDW), 40% of Highland Students were proficient in science as reflected on the 2012 FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39 of 97 students were proficient in science as reflected by the 2012 FCAT.	By June 2013, 61% of Highland students will be proficient as measured by the FY 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	High ELL population - most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL paraprofessionals one year ago.	1. Highland will provide extended day and extended week tutorials for struggling students 2. The Science Resource Teacher will provide school based teacher training as needed for Learning Village, content strategies for science instructional focus. Science Content	Principal, Math/Science and the Lead Science Teacher/Contact, PD Resource, LTF	Just-in-time PD will be provided as a result of Principal learning walks and walk throughs as well as observations of the Science contact.. This PD could consist of modeling or group training on PDDs and Learning Team Meetings. Substitutes will be provided to allow	3rd -5th grade Science Winter Diagnostic Test Results 2. Math/Science Fair Projects 3. Lesson Plans 4. Learning Walk Feedback Forms 5. Walk-through Data 6. Coaches Log

1		instructional strategies will be addressed as a training component of at least one Professional Development Day (PDD) during FY2012 3. Highland will hire a Science resource teacher to provide a lab for its students and to serve as the science liaison between the School District Curriculum Specialist and the Highland Faculty		teachers to attend selected training sessions.	
2	At-home support for our students is difficult - Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Highland will provide extended day and extended week tutorials for struggling students 2. The Science Resource Teacher will provide school based teacher training as needed for Learning Village, content strategies for science instructional focus. Science Content instructional strategies will be addressed as a training component of at least one Professional Development Day (PDD) during FY2012 3. Highland will hire a Science resource teacher to provide a lab for its students and to serve as the science liaison between the School District Curriculum Specialist and the Highland Faculty	Principal, Math/Science and the Lead Science Teacher/Contact, PD Resource, LTF	Just-in-time PD will be provided as a result of Principal learning walks and walk throughs as well as observations of the Science contact. This PD could consist of modeling or group training on PDDs and Learning Team Meetings. Substitutes will be provided to allow teachers to attend selected training sessions.	3rd -5th grade Science Winter Diagnostic Test Results 2. Math/Science Fair Projects 3. Lesson Plans 4. Learning Walk Feedback Forms 5. Walk-through Data 6. Coaches Log

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Highland students in all subgroups struggle to attain proficiency in science, much less level 4 and 5 scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (7/97) of Highland students scored in performance levels 4 or 5 on the 2012 FCAT.	By June 2013, the percentage of students who perform above grade level on the FY13 FCAT will reach 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resources are expended elsewhere - because of our large number of low-performing students, most of the resources in personnel and funding are expended attempting to bring those students to proficiency.	1. Identify our Level 4 and Level 5 students to provided targeted enrichment strategies in the classrooms. 2. Provide extended day opportunities for enrichment through clubs and other extra curricular activities. 3. The Science Resource Teacher will provide school based teacher training as needed for Learning Village, content strategies for science instructional focus. Science Content instructional strategies will be addressed as a training component of at least one Professional Development Day (PDD) during FY2012 4. Highland will hire a Science resource teacher to provide a lab for its students and to serve a the science liaison between the School District Curriculum Specialist and the Highland Faculty.	Principal/Asst. Principal	Administrators and Coaches will observe classes and provide follow-up professional development as needed.	1. 3rd -5th grade Science Winter Diagnostic Test Results 2. Math/Science Fair Projects 3. Lesson Plans 4. Learning Walk Feedback Forms 5. Walk-through Data 6. Coaches Log

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Tutorials	Students are provided with before school, after school and Saturday School tutorials.	Title I Function 5150 Acct 518400	\$10,500.00
			Subtotal: \$10,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,500.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	According to the Palm Beach County Educational Data Warehouse (EDW), 68% (67) of Highland Students, including all subgroups were proficient in writing reflected on th 2012 FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of Highland students were proficient, 16% scored at Level 4 or above.	By June 2013, 90% of Highland students within all subgroups will meet the high standards in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility Rate -	<ol style="list-style-type: none"> Identify students who are new to our school and provide extra remedial support throughout the year. Provide extended day and extended week tutorials for struggling students. Writing teacher positions in K,3,4,and 5. Writing resource teacher to service K-5. Provide most up-to-date training for writing resource teacher and reading coach to address school needs. 	Principal Writing Resource Teacher Reading Coach	Administrators and coach will observe classes and provide follow-up professional development as needed. Coach will also work with and support writing resource teacher for school wide support.	<ol style="list-style-type: none"> Walkthrough data Learning walk observations Summative evaluations Palm Beach Write's scores FCAT Scores support.
2	High ELL population-most Kanjobal or Creole speakers. - ELL support is lower due to the growth of our DL program and the removal of our ELL professionals one year ago. Kindergarten also receives no ELL support.	<ol style="list-style-type: none"> Provide training to our Community Language Facilitators to assist in writing instruction and increase the amount of time they work with teachers in the classroom. Continuous training in workshop model K-5 Modeling of the workshop model by the reading coach and writing resource teacher.Observation of workshop model by coach and principal. Enhance writing resource materials. Provide extended day and week tutorials for struggling students. Writing teachers in K,3,4,5. Writing resource teacher to support K-5. Provide most up- to-date training for writing 	Principal Reading Coach	Administrators and coach will observe classes and provide follow-up professional development as needed.	<ol style="list-style-type: none"> Walkthrough data Learning walk observations Summative evaluations Palm Beach Write's FCAT scores

		resource teacher and reading coach as well as classroom writing teachers. Coach and resource teacher will provide PD as needed.			
3	At home support for our students is difficult. Many of our parents work multiple jobs and are not home to help their children; also, many do not have the educational background to support.	1. Provide classes and assistance during the day and evening through the Bridges program as well as parent night opportunities throughout the year. 2. Provide extended day and week tutorials for struggling students.	Principals / SAC chair Title One Contact ELL Contact ESOL guidance counselor	Parent attendance logs from Bridges and Parent Night events will be reviewed to ensure that we are making an impact with our parent/adult education program.	Parent attendance logs from Bridges and Parent Night events.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct 512000	\$12,728.80
Writing Tutorials	Students are provided with before school, after school and Saturday School tutorials.	Title I Function 5150 Acct 518400	\$10,500.00
			Subtotal: \$23,228.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Substitutes will be hired for teacher release time to attend professional development	Substitute Teachers	Title I Function 6402 Acct 575200	\$1,564.00
			Subtotal: \$1,564.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$24,792.80

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The attendance rate at Highland Elementary School has been an issue impacting student achievement for many years. A number of issues are at the center of this problem: transportation, child care for younger siblings, importance of education at home, to name a few.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance Rate - 71%	By June 2011, Highlands attendance rate will grow by 10% (79%).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
301 students have recorded 10 or more absences.	By June of 2011, the number of students who have recorded an excessive number of absences we be reduced by 10% (270)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11% of Highland students(111)had excessive tardies according to FY12 data.	By June of 2012, percentage of students who record excessive tardies will be reduced to under 10%.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are often asked to provide child care for working parents when other arrangements fall through.	1. Through our Bridges program, we will educate parents as to the importance of their child's education and the need to have children attend school, on time, every day. 2. Provide our families adult education classes (with child care) on campus during and after the school day. 3) Bridges Navigator referral service will be utilized to assist parents with issues resulting in their child's absences.	Principal/Bridges Director/School Attendance Clerk	The school attendance clerk will monitor our students absences/tardies. The principal and Bridges Director will be notified of students recording excessive absences or tardies.	1. Absentee Documentation on TERMS 2. Parent sign-in logs at Bridges
2	Parents who did not receive a formal education do not know the importance of high attendance relative to student achievement.	1. Through our Bridges program, we will educate parents as to the importance of their child's education and the need to have children attend school, on time, every day. 2. Provide our families adult education classes (with child care) on campus during and after the school day. 3) Bridges Navigator referral service will be utilized to assist parents with issues resulting in their child's absences.	Principal/Bridges Director/School Attendance Clerk	The school attendance clerk will monitor our students absences/tardies. The principal and Bridges Director will be notified of students recording excessive absences or tardies.	1. Absentee Documentation on TERMS 2. Parent sign-in logs at Bridges

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		During the 2012 school years, the capacity to use ISS on a larger scale was reduced with personnel cuts. ISS was used as an extension of our guidance department where students, through the use of Ripple Effects software, reflect on their behavior and better choices for their behavior.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
6 In-School Suspensions		By June 2013, the number of in-school suspensions will remain under 10.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
5 student received in-school suspension in FY 2012.		By June 2013, the number of students who receive in school suspensions remain under 10.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
133 out-of-school suspensions were received by Highland students in FY 2012.		By June of 2013, the number of out-of-school suspensions will be reduced by 10% (120).			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
177 students received out-of-school suspensions during the 2012 school year.		By June 2013, the number of students who receive out-of-school suspensions will be reduced by 10% (159).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have not yet learned the tools for	1. Phase II of Positive Behavioral	Administrators/Guidance Staff/PBIS	Administrators will meet with the	1.Suspension Data

1	handling conflicts with teachers and other students peacefully and/or with respect.	Intervention Supports (PBIS) will be implemented 2. Highland will further implement the Student Ambassador Program during the 2012 school year. 3. A full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally. 4. At the beginning of the school year, students who receive 5 or more referrals will be put on a behavior plan.	Committee/RtI Facilitator.	guidance staff and the PBIS Committee to review behavioral data and make adjustments to the PBIS Program.	2. Disciplinary Referrals
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct 512000	\$12,728.80
			Subtotal: \$12,728.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Highland parents have steadily increased their involvement in school activities. The school has accomplished by offering a variety of entertainment and educational programs to our families.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80% of Highland families (at least one parent/guardian) have participated in one or more activities sponsored by the school	By June 2013, the percentage of activities attended by Highland parents will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Highland parents have been wary of or unsure of dealing with the school.	<ol style="list-style-type: none"> Highland will provide a series of "Parent University" nights and content area "Fun Nights" to inform parents of and involve them in their child's education. <ul style="list-style-type: none"> these evenings will cover content in the core academic areas. Highland will devote the month of May toward multicultural awareness culminating in the Multicultural Night celebration. Highland will provide parents with GED and language instruction and family education classes. Highland will provide the Navigator referral service to ensure that their families' health, home, legal and food needs are met. Highland will host community celebrations for our neighborhood. Conduct a curriculum meeting with parents each trimester to review grade level expectations and provide assistance to parents. Inform parents by student agendas, phone link and school 	Principal/Bridges Director	Highland will use activity sign-in sheets, parent logs and adult education class attendance to determine the number of families who have participated in our activities.	activity sign-in sheets, parent logs and adult education class attendance

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newsletter, of school curricular activities and expectations.

7. Recruit volunteers and business partners to support school initiative

8. Faculty and Staff will receive professional development on strategies to improve relationships with parents.

9. Parents, through SAC, letters and notices home, curriculum nights, etc. are informed of the curricular, instructional and organizational needs, challenges and other information regarding Highland.

10. Phone "blasts" are utilized to inform parents of meetings and other important events.

11. The SAC approves all expenditures from the Title I Budget.

12. Throughout the school year Parents are brought up-to-date as to the strategies and effectiveness of the school improvement plan:

- Suggestions for change are routinely discussed and decided upon.

13. Administer the Annual Title I Family Involvement Survey and use data from the survey to evaluate the schoolwide program.

14. Hire a parent liaison to assist with all of the above.

15. Parents will attend a training on how to utilize the Home Team Advantage Backpack which will be used at school and at home in conjunction with the Math Camp for students in 2nd to 4th grade.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Highland will hire a Parent Liaison to assist parents and increase community outreach	Parent Liaison	Title I Function 6152 Acct 515000	\$24,320.00
			Subtotal: \$24,320.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The Parent Liaison will attend professional development to learn methods for increasing parent participation and community outreach	Professional Development	Title I Function 6152 Acct 533610	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Highland will set aside a parent resource room for parent workshops, assistance, etc.	Supplies and furniture including area rug and bean bag chairs.	Title I Function 6152 Acct 551100	\$2,449.00
			Subtotal: \$2,449.00
			Grand Total: \$28,769.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase books to upgrade classroom libraries for Reader's Workshop	Tradebooks	Title I Function 5150 Acct 551100	\$10,000.00
Reading	Purchase Reader's Workshop Units of Study	Instructional guide for Reader's Workshop	Title I Function 5150 Acct 551100	\$4,000.00
Reading	Reading Tutorials	Students are provided with before school, after school and Saturday School tutorials.	Title I Function 5150 Acct 518400	\$10,500.00
Reading	Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct512000	\$12,728.80
CELLA				\$0.00
Mathematics	Math Tutorials	Students are provided with before school, after school and Saturday School tutorials	Title I Function 5150 Acct 518400	\$10,500.00
Mathematics	Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct 512000	\$12,728.80
Science	Science Tutorials	Students are provided with before school, after school and Saturday School tutorials.	Title I Function 5150 Acct 518400	\$10,500.00
Writing	Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct 512000	\$12,728.80
Writing	Writing Tutorials	Students are provided with before school, after school and Saturday School tutorials.	Title I Function 5150 Acct 518400	\$10,500.00
Suspension	Highland will hire a full-time RtI Facilitator will be hired to address students who are struggling academically and behaviorally.	Full-time RtI Facilitator	Title I Function 5150 Acct 512000	\$12,728.80
Parent Involvement	Highland will hire a Parent Liaison to assist parents and increase community outreach	Parent Liaison	Title I Function 6152 Acct 515000	\$24,320.00
				Subtotal: \$131,235.20
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase License for SuccessMaker	Online instructional/remediation program	Title I Function 5150 Acct 536680	\$5,700.00
CELLA				\$0.00
Mathematics	Purchase SuccessMaker Online program	Online instruction in mathematics	Title I Function 5150 Acct 526680	\$5,700.00
				Subtotal: \$11,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Send teachers to the			

Reading	Teacher's College at Columbia University for Reader's Workshop training.	Week-long, in-depth professional development	Title I Function 6402 Acct 533600	\$28,000.00
Reading	Enlist consultants from the Teacher's College at Columbia University to provide on-site professional development.	On-Site professional development	Title I Function 6402 Acct 531010 Pew Grant (Additional \$14,000)	\$14,000.00
Reading	Reading Resource Teacher	Provide in-time professional development year-round	Title I Function 5150 Acct 512000	\$63,644.00
CELLA	See Reading and Writing Budget			\$0.00
Mathematics	Singapore Math	Teachers learn instructional strategies used in the Singapore Math program	Title I Function 6402 Acct 533600	\$20,000.00
Mathematics	Math Coach	Provide math professional development aligned with the goals and needs of the school.	Title I Function 6402 Acct 513000	\$67,588.00
Writing	Substitutes will be hired for teacher release time to attend professional development	Substitute Teachers	Title I Function 6402 Acct 575200	\$1,564.00
Parent Involvement	The Parent Liaison will attend professional development to learn methods for increasing parent participation and community outreach	Professional Development	Title I Function 6152 Acct 533610	\$2,000.00
				Subtotal: \$196,796.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire Rtl Facilitator to provide interventions for struggling readers.	Identify struggling readers and provide resources and strategies to bring those students to proficiency.	Title I Function 5150 Acct 512000	\$12,729.00
CELLA	See Reading and Writing Budget	-	-	\$0.00
Parent Involvement	Highland will set aside a parent resource room for parent workshops, assistance, etc.	Supplies and furniture including and area rug and bean bag chairs.	Title I Function 6152 Acct 551100	\$2,449.00
				Subtotal: \$15,178.00
				Grand Total: \$354,609.20

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Highland is working with our Parent Liaison to inform parents of the role of the SAC and enlist parents and other community members to become SAC members.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will meet at least once each month to review the School Improvement Plan (SIP), approve revisions to the SIP and discuss other pertinent topics to the improvement of Highland Elementary School The SAC will also take part in the planning of parent events such as Parent University and Curriculum Nights.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District HIGHLAND ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	56%	89%	44%	242	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	63%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	71% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District HIGHLAND ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	58%	78%	36%	229	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	62%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	69% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested