

**Highlands Elementary School Wide Plan
2100 Gilpin Avenue
Wilmington, Delaware 19802**



School-wide Program: Highlands Elementary School participates in a school-wide program and shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Planning and Review Team: This plan was developed with parent and community involvement including teachers and the school leadership team. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Planning Committee Members:

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Components Include:

1. A comprehensive needs assessment.
2. School wide reform strategies
3. Instruction by highly qualified professional staff
4. Professional development for staff
5. Strategies to Attract HQ Teachers
6. Strategies to increase Parent Involvement
7. Transition
8. Teacher Decision Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration

Comprehensive Need Assessment

A. At Highlands Elementary School, we have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. A leadership team represented by administrators, teachers, program specific specialists, parents, and other members of the community assisted in analyzing data, reviewing, and creating the goals for school-wide improvement.

B. As part of the annual revision process, a comprehensive needs assessment included the following instruments, procedures, and processes to acquire this information: a review of data from RI/MI grades 2-5, SBAC for grades 3-5, DIBELS data grade K-2, attendance data, Words Their Way Spelling Inventory, Math Expressions grade level assessments, Ready Gen grade level assessments, demographic data, and data from the 2019-20 Parent Surveys. Team members also took into consideration school demographics, staff attendance, and highly qualified teacher status to determine student strengths, weaknesses, and areas of concern.

C. Currently at Highlands Elementary School we have two migrant students. Students who are potentially eligible for the Migrant Education Program (MEP) are identified through the Occupational Survey during registration. The building MEP liaison makes contact with the family to conduct an interview and assist the family in transitioning to Highlands. Families who meet migrant status requirements, as defined under the MEP federally mandated program guidelines, are assisted by the Student Support Person (SSP) in seeking not only academic support but also support for health care and other community services. The SSP, EL teacher, and regular classroom teachers meet to review student records to make a determination as to where they need inclusion/after school program services. Reading and math are the focus offered during the after school program.

D. We have reflected on the following current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved:

ANALYSIS OF STUDENT/STAFF ATTENDANCE DATA

The average daily attendance at Highlands Elementary School for the 2018-19 school year was 92%. Records of student attendance are confirmed from teacher daily attendance reports and are stored in the *ESchool* database.

Students with chronic attendance problems are identified, contacted, and monitored through the database. Attendance is a significant factor affecting overall student academic performance for students with attendance problems. This indicates Highlands Elementary School should continue to praise and encourage student attendance.

The average usage daily usage of sick leave per employee has decreased in the 19/20 school year. While this indicates, an improvement Highlands Elementary School recognizes student achievement is influenced by regular staff attendance and efforts will continue to encourage staff attendance.

Outcome

After analysis of Needs Assessment data, the major needs we discovered and the needs

We will address are:

- The need to maintain efforts to meet and/or exceed the standard on the SBAC in All Academic Areas.
- The specific academic needs of those students that are to be addressed in the school wide program plan will be to increase the number of students in the All Students subgroup in grades 3-5 meeting and/or exceeding standards in All Academic Areas, and to provide intensive intervention to increase the number of students in the Students with Disabilities subgroup in All Academic Areas.
- Efforts will continue to focus on increasing school/parent/community relations and engagement.
- Efforts will continue to focus on increased attendance for students and staff.
- Feedback during DAPS and Walkthroughs will focus on 3a,3d, 3e, and 4a.

The ROOT CAUSE/s that we discovered for each of the needs were:

- Increasing Accountability.
- Poverty (100% free and reduced lunch).
- Increase in the number of parents who either do not or are unable to support students with classwork and study assignments. Many of these parents are facing unemployment, have personal problems, overwhelming stress, or are educationally unprepared to assist their children academically and emotionally.
- Decrease in accessibility to internet and outside instructional supports.
- Decrease in family/school relationships.

The measurable goals/benchmarks we have established to address the needs are as follows:

GOAL 1: Third through fifth grade students will meet or exceed the Delaware State Average in Reading/ELA on the spring 2020 SBAC with a minimum of 98% participation.

GOAL 2: Third through fifth grade students will meet or exceed the Delaware State Average in Science on the spring 2020 SBAC with a minimum of 98% participation.

GOAL 3: Third through fifth grade students will meet or exceed the Delaware State Average in Math on the spring 2020 SBAC with a minimum of 98% participation.

GOAL 4: Third through fifth grade students will meet or exceed the Delaware State Average in Social Studies on the spring 2020 SBAC with a minimum of 98% participation.

GOAL 5: At least 95% of student population will miss fewer than 15 days of school.

GOAL 6: Increase attendance of faculty and staff by 2% for the 2019-20 school year.

GOAL 7: Effective Rating on DPAS in the following criterion 3a, 3d, 3e, and 4a

School-wide Reform Strategies

Continuous improvement in the effective operation of Highlands Elementary School has included an intensive focus incorporating best practices and data-driven decision making in the school improvement process. All instructional

programs and techniques are scientifically researched based, the staff implements strategies and techniques learned through professional development sessions, all faculty and staff are highly qualified, and HES faculty and staff work towards the inclusion of family and the community.

A. The following strategies are the ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard:

- A balanced and authentic variety of assessments (diagnostic, common formative, summative) are used to establish baseline performance of each student, to plan and adjust differentiated instruction, to evaluate student progress, and to provide students and parents with feedback.
- Scientifically research based and standards-based instruction in all content areas for all students.
- Highlands Elementary School has a high performing Compassionate Schools Team. Each grade level and academic area has a representative on the team. Members serve as a conduit for communication between the teachers and staff and the administration. The team is responsible for developing the school's Parent Involvement Policy and writing the annual School Improvement Plan.
- Common planning time for grade level collaboration and professional learning.
- Professional learning opportunities offered to faculty and staff with a continuing focus on implementing the Common Core Standards.
- Parents and community members are included in supporting the curriculum.
- An atmosphere of mutual trust and openness is attained by involving all stakeholders in the decision-making process.

B. Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

- A team from Highlands Elementary School participated in training sponsored by the DDOE and DSEA. DDOE and DSEA provided training for two years on establishing a culture that promotes teamwork and providing optimum instruction for diverse learners. During this training, the school based team participated in a book study on *Help for Billy: A Beyond Consequences Approach to Helping Challenging ...Book by Heather T. Forbes*. Highlands Elementary School utilizes the book's principles that guide relationships and the development of culture school wide.
- Establishing a common mission, vision, values, and goals.
- Ensuring achievement for ALL students by developing systems for prevention and intervention.
- Practicing collaborative teaming focused on teaching and learning.
- Using data to guide decision-making and continuous improvement.
- Gaining active engagement from family and community.

- Building sustainable leadership capacity.
- At Highlands Elementary School, we have taken the best practices from respected educational and behavioral researchers and centered our instruction on these strategies. Faculty and staff have participated in book studies and attended training by researchers and authors such as Robert Marzano, Amy Benjamin, and Joyce Divinyi. Some examples of instructional and behavioral strategies HES staff have incorporated into the classroom are:
 - Cooperative Learning
 - Engagement Strategies
 - Feedback
 - Graphic Organizers
 - Interactive Games
 - Tracking Student Progress
 - Setting Goals and Objectives
 - Classroom Organization
 - Planning and teaching rules and procedures
 - Developing student accountability
 - Maintaining positive student behavior
 - Planning and organizing instruction

C. Highland Elementary School has been able to offer before and after school programs and summer school through the 21st Century Community Learning Program. Other programs that we offer include:

- WIN (Whatever I Need) - Pull out classes within grade levels utilize flexible grouping to provide socioemotional supports with our Tier 3 team.
- The Leading Ladies - Offers an in and after school program in which staff works with young ladies with high incidences of inappropriate behavior as deemed by the code of conduct.
- Instructional Supports- Highlands Elementary School maintains a list of area tutors. Upon request parents are provided the list. Tutors are mostly retired certified teachers; others are volunteers.

D. Highlands Elementary School administrators and faculty work collaboratively with district level leaders, the leadership team, and the advisory council to support the development and implementation of the School wide Improvement Plan. Administrators, faculty, and staff consistently review and monitor student progress throughout the year by analyzing multiple types of data. A list of assessments used to determine student baselines and assessments used to monitor progress throughout the year.

Collaboration is evident between classroom teachers, special education teachers, and support staff as they participate in weekly collaborative planning meetings. Students who are not meeting the criteria for success are provided additional instruction and interventions through the instructional support team. Resource and inclusion classes are offered to students identified as needing special education at Highlands Elementary School. Administrators are an

active part of the process of assuring student needs are met; they carry out regular classroom observations (Focus Walks) giving teachers written and verbal feedback, review standards based lesson plans, and advocate professional learning for the entire staff.

Instruction By Highly Qualified Teachers

A highly qualified professional staff provides instruction at Highlands Elementary School. DEEDS report and school staff roster supports that all administrators, teachers, and paraprofessionals hold clear, renewable, Delaware certificates and meet highly qualified criteria as specified in the *No Child Left Behind* federal statute. The quality of the staff is further reflected in the educational degrees of Highland Elementary School's teachers and their years of experience.

High Quality Professional Development

A. Administrators, faculty, staff, and parents have numerous opportunities throughout the year for professional learning that addresses the root causes of our identified needs. Opportunities include: district and school level offerings; college courses; DDOE workshops and classes. The following is a representative sample of current professional learning offered by to HES staff:

- Common Assessment
- RCCSD Technology Conference
- Aspiring Leaders
- Paraprofessional Training
- Substitute Teachers Workshop

B. All professional learning opportunities at Highlands Elementary School are posted via the school's email and in DSC. Recent or planned professional development activities provided by system and/or school-level trainers, and educational consultants are as follows:

- Ready Gen & Math Expressions Workshop
- PBS/MTSS Training
- Science (Next Gen)
- Training on how to use Schoology
- Various Webinars from the Delaware Department of Education

C. We have aligned professional development with the State's academic content and student academic achievement standards based on the needs identified through our needs assessment and data analysis. All certified staff members complete an annual survey to highlight areas they would like to target in their classrooms for personal growth.

D. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Some of our allotted resources include: supplemental instructional materials and software, training materials, substitutes for training, and money for presenters.

E. We have included teachers in professional development activities regarding the use of academic assessments to plan for instruction, in developing research based standards based goals and in planning instruction for all students. Providing professional learning opportunities will enable them to improve the achievement of individual students and the overall instructional program. All professional learning opportunities at Highlands Elementary School are posted via the school's email, PDMS, and DSC.

Professional training is provided by system and/or school level trainers, and educational consultants. Recent or planned professional development activities that enable teachers to improve the achievement of individual students and the overall instructional program are as follows:

- Google Training
- Schoology Training
- WIDA Training
- Classroom 180 Workshop

Strategies to Attract HQ Teachers

Highlands Elementary School has a mid-range attrition rate. Minimal vacancies occur when the voluntary transfer period opens in May. The school district posts vacancies on the Join Delaware Schools website. Applicants can apply directly online through the system website. Factors that attract and contribute to the retention rate of highly qualified teachers at Highlands Elementary School are the small community and supportive administrators and colleagues.

Other factors include a safe learning and working environment, classes with adequate textbooks and other instructional supplies, and available technology to support teaching and learning. The climate of the school is positive and well disciplined. Many teachers live in close proximity to Highlands Elementary School.

New hires are provided on-going mentoring for new teachers through an induction program approved by the state.

Strategies to Increase Parental Involvement

A. Research has shown that parents play a critical role in the development of a child's education, and parent involvement in schools has positive effects not only on the children, but also on teachers, administration, and the overall school/learning environment. Highlands Elementary School has involved parents in the planning, review, and improvement of the comprehensive school wide program plan through leadership team meetings and school council meetings. Through these meetings, parents and other members of the school community work with the school in an effort to improve academic achievement and to address areas of concern including: strategic planning, budget plans, and matters related to student achievement. Advisement from all parents is sought after and taken into consideration through a variety of ways including surveys, Title I parent meetings, parent conferences, and PAC.

B. We have developed a Parent Involvement Policy that

- Includes strategies to increase parental involvement (such as family literacy services).
- Describes how the school will provide individual student assessment results, including an interpretation of those results.
- Makes the comprehensive school wide program plan available to the LEA, parents, and the public.
- Compacts required – included with policy.

C. Parents have opportunities to be involved in the planning, review, and improvement of the Title I plan in an organized, on-going, and timely manner. Valuable input is gathered during the annual Title I meeting, Leadership Team meetings, School Council meetings, and PAC meetings.

Additional input is generated during parent-teacher conferences when needs and priorities are determined, and when parents complete surveys.

Feedback, suggestions, and unsatisfactory comments are considered when revising the Parental Involvement Policy and the School Improvement Plan.

Students share their input through focus interviews and/or surveys.

The Leadership Team is actively involved in writing the School Improvement Plan which is congruent with the Title I School wide Plan.

Highlands Elementary School provides information about the Title I plan to Partners in-Education, community organizations, faith-based groups, and businesses about ways they can support instructional and motivational programs.

Transition

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school plus plans for all students entering our school throughout the school year.

The transition from Pre-Kindergarten to Kindergarten at Highlands Elementary School has proven to be an important element in determining a student's future social adjustment and academic success. Therefore, the faculty and staff work diligently in their plans to support young students and their parents during this transitional period. Yearly the school counselor, administration, and kindergarten teachers meet to discuss the transition process and make plans for registration and visitation. During Kindergarten registration held in May, kindergarten teachers meet and greet pre-k parents and their children. Pre-kindergarten

students are encouraged to visit Highlands Elementary. They tour the school, visit in kindergarten classrooms during instructional time, eat a snack, and have a discussion about the school.

Plans are also in place to smoothly transition our fifth grade students to Middle School. Each Middle School counselor provides an orientation for parents and fifth grade students at Highlands Elementary. They receive information on the dress code and expectations for academics, behavior, and attendance. At a later date fifth grade students visit the middle school and tour the facility.

New students and their parents are greeted by the office staff and school counselor. Records are reviewed by administrators, teachers, ED, and the counselor to assure proper placement. Students receive support in becoming familiar with the building and routines through interactions with a peer buddy and the counselor.

Teacher Decision Making Regarding Assessments

Teachers at Highlands Elementary are included in decisions regarding the use of academic assessment. They continually disaggregate assessment data for all students. Some examples are listed below:

- At the beginning of the academic school year, administrators and teachers meet by grade level to discuss data from the previous year and to compare this data to previous years. Analysis of this longitudinal data helps administration and teaching staff discern areas of curriculum weakness or academic weaknesses within a specific group of students.

Teacher teams further analyze the data and plan instructional strategies and interventions during grade level meetings.

- Data is displayed in visual formats (e.g., charts, graphs).
- Teachers maintain a data template for recording summative and Common Assessment data. A data sheet is maintained for each student and academic growth can be readily determined.

- A variety of formative and summative assessment data is disaggregated (e.g., RI,MI, DIBELS, tri-annual Benchmark tests, COMMON ASSESSMENT, teacher made formatives, and reports from various computer software programs (e.g., Reading Eggs, Math Seeds, Teach Your Monster to Read, Dreambox, Think Central, and ABCYA) which are used for intervention.
- Processes for disaggregating school, classroom, teacher, and individual student data are frequently monitored by the administration and district leaders.

Effective and Timely Assistance to Students

Highlands Elementary School recognizes the urgency in responding to students who experience difficulty mastering standards. Student progress is reviewed on an on-going basis so the students' academic programs may be revised as needed. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

We ensure timely identification of students needs through the following activities:

- Teachers review of cumulative folder information for each entering student and for all students before school begins.
- Administrators and teacher teams meet at the beginning of each school year to analyze all data and plan instructional strategies and interventions.
- A care review of each individual school record makes sure each student is provided any modifications in their instructional programs (e.g., IEP, 504 Plan, RTI Interventions).
- Screening of any student who appears to have a physical disability.
- Teachers receive a data template for recording Common Assessments. A data sheet is maintained for each student and academic growth can be readily determined.

- Parents are contacted when Pyramid of Intervention referrals are made and involved in the process.
- Throughout the year administration and progress monitoring through various assessments; examples are:
 - RI and MI
 - Common Assessments
 - SBAC
 - DIBELS
 - Unit pre-tests from math and reading series
 - Instructional and Behavioral interventions

Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties is provided by the following methods:

- On-going staff development focusing on methods and materials to ensure success of all learners.
- Teacher/parent training in the interpretation and utilization of test scores for meeting individual instructional needs.
- What I Need (WIN).
- Collaboration with and delivery of training by inclusion and resource teachers (i.e., Special Education, Speech-Language, EL, RTI) to provide appropriate assistance to students experiencing difficulty.
- Weekly grade level team meetings, vertical planning meetings, meetings with administration to review data and determine next step differentiation strategies for instructional planning.
- Focus Walks by system and school administrators to provide immediate feedback on instructional techniques.

Teacher-parent conferences that detail what the school will do to help the student:

- Frequent communication with parents by phone, email, and face-to-face meetings.
- Home visits to work together with parents to increase a student's academic achievement.
- Parent conferences offered at times convenient to parents.
- Teacher-Parent-Student-Administrator Compacts.
- Parental contact to promote daily student attendance and avoid excessive absences.
- Academic-behavioral interventions established by the school counselor, teachers, and parents.
- DOJO
- Remind 101

Teacher-parent conferences that detail what the parent can do to help the student:

- Utilize the school website to gather information about school and classroom happenings.
- Review students folders and agendas sent home during the week.
- As much as possible, assist students with homework.
- Monitor student's progress closely, paying special attention to homework assignments, progress reports, and report cards. Send children to school regularly, on time, for the entire day and schedule appointments after school when possible.
- Remember the school has an Open Door policy regarding parents; they are welcome to contact the school anytime.
- Attend school sponsored meetings (e.g., Open House, PAC, parent workshops, WIN meetings, and parent/teacher conferences).
- Consider becoming a volunteer or mentor.

Teacher-parent conferences that detail additional assistance available to the student at the school or in the community:

- Flexible grouping for re-teaching.
- Utilization of a variety of research-based instructional methods and materials based on the needs of each student.
- Scheduling to maximize instructional time.
- Strong instructional focus maintained throughout the year to meet individual student needs.
- After School Tutoring at “The Club” in math and reading for students in first through fifth grades.
- Careful consideration of each student for promotion/retention in accordance with school district policies and federal/state guidelines.

Highlands Elementary School teachers use a variety of assessment tools and techniques: classroom performance, portfolios, standardized and teacher constructed tests, language checklists, self-assessment, student/parent questionnaires, and professional judgment in determining student progress toward meeting all standards.

Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks.

Teachers communicate directly with parents through telephone calls, newsletters, notes sent home, and email as they monitor student progress. Students in Kindergarten through third grade take home Communication Folders (e.g., work samples, behavioral reports) each week. Fourth and fifth graders use agendas to inform parents of daily/weekly progress. *HAC*, a web link for parents to access students’ grades and attendance is available for all parents.

Letters are sent to parents informing them of their child’s scores on the SBAC, and Benchmark assessments. State brochures about testing and interpreting results are sent home. Parent conferences are scheduled on designated days and when

the need arises for individual students. Parents may request conferences at any time.

Furthermore, Highlands Elementary School utilizes the annual fall Title I meeting, Open House, home visits, parent workshops, Parent Council meetings, and the Student newsletters to provide parents timely verbal and written information concerning: an explanation of the school's curriculum; assessments used to measure student progress; individual assessment results; the interpretation of those results; and the proficiency levels students are expected to meet.

Coordination and Integration

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan. Highlands Elementary School System integrates federal, state, and local services and programs. Federal Title programs include Title I--Part A, Title II-- Part A, Title IV—Part A, Title VI--Part B, IDEA, and American Recovery and Reinvestment Act (ARRA) funds.

Highlands Elementary School's Title I funds are used in a supplementary manner to provide intensive math and reading instruction to improve student achievement in meeting state standards. Title I funds provide a Parent Involvement Coordinator to help us communicate effectively with our parents and community members. Title I provides funds for teacher salaries helping to reduce class size and provides funds for teachers and paraprofessionals to work with the after school program assisting students at risk in the areas of math and reading. Title I funds help to provide materials, including software, to engage students in learning in all classrooms.

Evaluation of Current School-Wide Program (2019 – 2020)

Team Member: _____

Date of Review: _____

Component	Activities	Notes on Effectiveness
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<ul style="list-style-type: none"> • Review school-wide programs to ensure that all instructional programs are supported by scientifically-based research with a specific focus on latest research on curriculum and approach. • Discussion of differentiation of instruction and providing appropriate scaffolding for students in multi-age classroom setting in PLC with special education teacher offering insight and feedback to classroom teachers. • Identify support programs to address enrichment and acceleration needs. The administration will seek feedback from teams for gaps in materials and review/purchase as needed. • Review data by sub-groups to determine program effectiveness. This will be done by the Academic Excellence Committee and findings will be presented to the staff . 	
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p>	<ul style="list-style-type: none"> • HQT Analysis completed by Leadership Team • Pipeline Analysis and Vacancy Analysis completed by Leadership Team to determine hiring needs and potential gaps that need to be filled • Create mentoring program for cycle one/two that is personal to us and the teacher needs at HES • Provide financial assistance for teachers to receive additional training in an accredited program. • Create and follow comprehensive hiring plan 	
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<ul style="list-style-type: none"> • Ensure that professional development be extended to anyone who works with teachers to support student achievement. This will require us to identify possible staff and invite them to professional development activities. • Inform staff of professional development plan and goals for the upcoming school year. • Seek opportunities for training. 	

	<ul style="list-style-type: none"> Identify substitute teachers who have an alignment of philosophy and hire them so that teachers may attend meetings and professional development during the school day. 	
5	<ul style="list-style-type: none"> Share mentoring program with potential staff members Create a variety of opportunities for potential staff to become a part of HES prior to the interview process Develop a timeline for recruiting teachers Develop a strategy for recruiting teachers Develop materials to guide the hiring process 	
6	<ul style="list-style-type: none"> Highlands will send information to parents in a language and format that they can understand. For important information such as family activities, parents' right to know documents, conferences, parent education events, information will be shared in a variety of formats multiple times. Parent involvement information will be presented at Open House Highlands will have a Family Engagement Committee Highlands will create a series of parent education courses and opportunities for parents including parenting courses. Highlands will work to nurture the parents who are currently involved and initiate relationships with families new to Highlands 	
7	<ul style="list-style-type: none"> Kindergarten Early Registration Grade level transition activities Summer Family Engagement Activities 	
8	<ul style="list-style-type: none"> Provide teachers with professional development activities to increase their understanding of how to use multiple assessment measures in conjunction to improve instruction Provide opportunities for teachers to work together in developing student assessments, benchmark goals, performance tasks, checklists, rubrics and communication tools Guide teachers in using data to make instructional decisions. Utilize teacher feedback on currently used assessments to determine if they will continue to be utilized in the future. 	
9	<ul style="list-style-type: none"> Highlands will utilize the PST process to identify students with academic needs in ELA and Math. Highlands will create a process for teachers can refer students who have a need for social skills support through our Student Support Specialist. 	

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- Highlands will utilize the expertise of our Educational Diagnostician, School Psychologist, Special Education Team and Education Director to ensure that all student needs are being met. This included students with IEPs and 504 plans.
- Provide social skills support for students
- Share with parents resources such as counseling services, outreach programs, community agencies, afterschool activities, ,etc.
- Provide professional development in effective teaching strategies during staff meetings and PLC's.
- Create an opportunity for staff members who oversee different federal or state programs to come together and discuss procedures, barriers, and impact. In addition, they should look for any places where a coordination of services makes sense.