



Highlands Elementary

Rags to Riches: From "F" to "A"





Highlands Elementary is located on the Northside of Jacksonville.

Demographics

Student Demographics

- Total Number of Students= 382
- Black= 79%
- Hispanic= 5%
- Mixed= 3%
- White= 13%
- Free/Reduced Lunch= 82%

Student Attendance Rates

- Average Present= 92.52%
- Average Absent= 7.48%
- Average Tardies= 0% (Was not recorded correctly)

Demographics Continued

Unique Strengths

- Neighborhood/Community School
- Generational Commitment
- CSS Site Coach
- Instructional Coach
- Reading Coach
- Math Coach
- Volunteer Liaison
- Technology (Smart Boards, Document Camera and LCD projectors in all classrooms)

Unique Weaknesses

- New Leadership Team
- High Student and Teacher Mobility
- Non College of Education Teachers
- Inexperienced Teachers
- Low parental support in SAC and PTA
- Discrepancies in attendance, tardies, and discipline data
- Classroom Management

Demographics Continued

Total Number of Instructional Staff

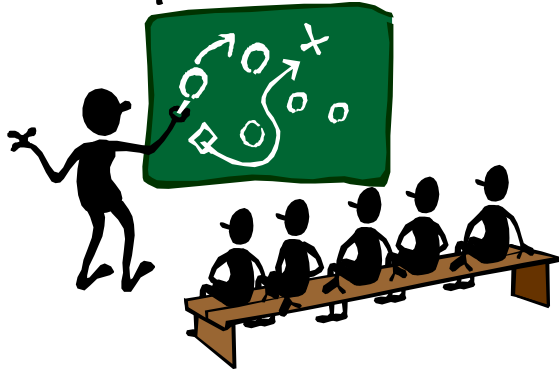
- 6.45(2) of First-Year Teachers
- 45%(14) of Teachers with 1-5 Years of Experience
- 25%(8) of Teachers with 6-14 Years of Experience
- 22%(7) of Teachers with 15+ Years of Experience
- 32%(10) of Teachers with Advanced Degrees
- 90%(20) Highly Qualified
- 0%(0) Reading Endorsed Teachers
- 0%(0) National Board Certified Teachers
- 35%(11) ESOL Endorsed

How did Highlands move from an “F” to an “A”? (key changes)

- Changes in Instruction- Incorporating Gradual Release into daily instruction for all core subjects.
- Data Analysis- Using ongoing data analysis and monitoring to determine instructional needs for all students.
- Communication- The principal communicates weekly to keep staff informed.
- Common Planning- Teachers meet weekly for 3 hours with the coaches and principal.
- Parent Involvement- Events and activities were planned monthly to increase parent’s involvement in the school.

Instructional Strategies

- Gradual Release
- Guided Reading
- Literature Circles
- Coaching Cycle
- FCAT item specification related questions
- Kagan Strategies
- Check for Understanding (exit tickets, response cards, white boards, etc.)



Gradual Release Lesson

Teacher:

Grade Level:

Date:

Lesson Planning
Benchmark(s)/Standard(s):
Essential Question(s):
Materials/Resources:
FCIM Lesson:

Gradual Release Lesson Plan cont.

Lesson Delivery	
Hook:	Attention Grabber 30 seconds to 2 minutes- supports the story or the skill/strategy
Explicit Instruction:	3-7 minutes of defining and explaining the strategy or skill
Modeled Instruction (I Do):	Students listen while the teacher demonstrates the strategy or skill
Guided Practice (We Do) (whole group/partners):	Students collaborate with one another to practice the skill with support from the teacher.
Independent Practice/Centers:	Students practice the skill or strategy independently either in center based activities, guided reading or small group instruction.
Closing:	Students meet to share their success of the strategy or skill. Exit tickets, journals etc. can be used for documentation
Assessment:	Exit ticket or actual assessments

A separate lesson plan will be used for guided reading groups and small group instruction.

Completed Gradual Release Lesson

Research-Based Lesson Planning and Delivery Guide

Teacher:

Date:

Math Lesson Planning: Math Investigations Unit 5 Equal Groups Session 1.3 Solving Multiplication Problems

Benchmark(s)/Standard(s): MA.3.A.1.1 Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.

Objective: Students will identify the number of groups, the number in each group, and the product in a multiplication situation.

Essential Question(s): What is the meaning of multiplication and how can it be modeled?

Materials/Resources: Chart for student journals, **SAB, page 7**

Lesson Delivery

Hook: School House Rock Multiplication Rock <http://www.youtube.com/watch?v=kivkkKB69Y0&feature=related>

Explicit Instruction: **Multiplication** is combining equal groups. In yesterday's lesson, we discussed the three pieces of mathematical information in a multiplication situation. The information needed are the number of groups, number in each group, and how many in all. Explain that the number of items in a multiplication situation is referred to as the **product**. Multiplication is a simplified way of doing addition in which all addends are the same. In the sentence 5×3 , the numbers 5 and 3 are the **factors**, and 15 is the **product**.

Modeled Instruction (I Do): Hold two pictures in your hand without showing them to students. Say: *In this picture there are 4 flowers. Each flower has 5 petals. How many petals are there? In this picture there are 3 girls. Each girl has 8 braids. How many braids in all?* Model solving each problem by drawing pictures to represent the numbers given. Draw pictures to represent the numbers and include equations using multiplication symbols.

Number of Groups	Number in Each Group	Product	Multiplication Equation
4 flowers	5 petals	_____ petals in all	$4 \times 5 = \underline{\quad}$
3 girls	8 braids	_____ braids in all	$3 \times 8 = \underline{\quad}$

Guided Practice (We Do) (whole group/partners): Hold two pictures in your hand without showing them to students. Say: *In this picture there are 6 squares. Each square has 4 sides. How many sides are there? In this picture there are 3 boys. Each boy has 4 marbles. How many marbles in all?* Work with students to solve each problem and fill in the chart.

Number of Groups	Number in Each Group	Product	Multiplication Equation
4 flowers	5 petals	_____ petals in all	$4 \times 5 = \underline{\quad}$
3 girls	8 braids	_____ braids in all	$3 \times 8 = \underline{\quad}$
6 squares	4 sides	_____ sides in all	$6 \times 4 = \underline{\quad}$
3 boys	4 marbles	_____ marbles in all	$3 \times 4 = \underline{\quad}$

Independent Practice/Centers: Students work with partners to solve multiplication picture problems on SAB pages 4-6.

Closing: During the closing, review the standard and essential question. Allow two to three students to share their pictures and read aloud the sentences that describe it.

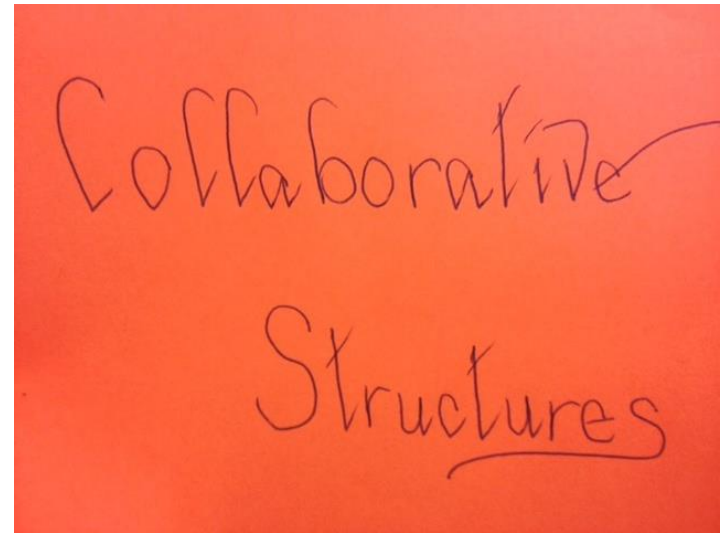
Homework:

Word Wall: *product*

Assessment: Informal~ As students are working independently, walk around to listen for strategies they are using.

Examples of Kagan Strategies

- 4 Corners
- Snowball
- Stand Up, Hand Up, Pair Up
- Turn and Talk
- Inside/Outside Circle



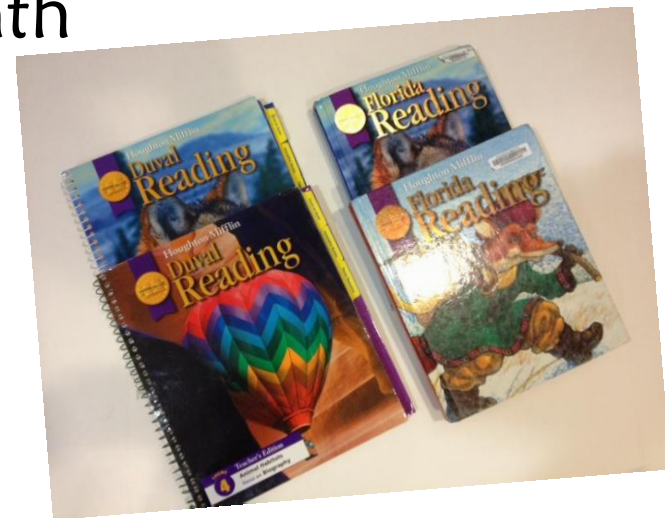
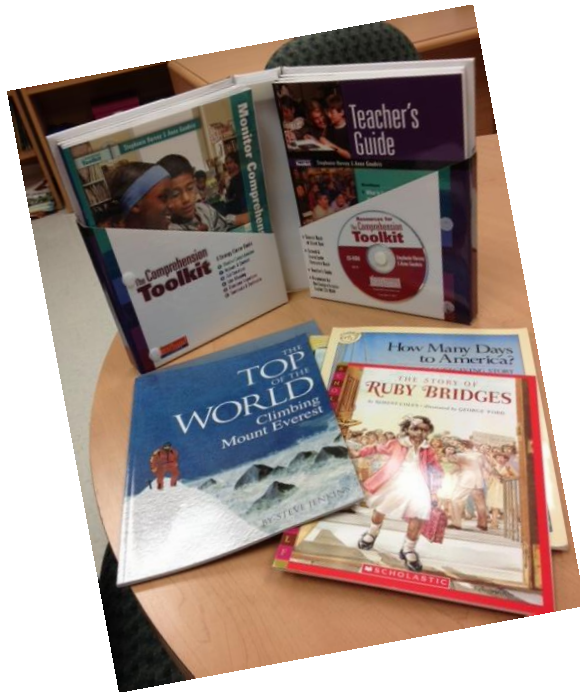
Inside-Outside Circle (classbuilding, mastery, thinking, information sharing)

In concentric circles, students rotate to face new partners and answer questions.

1. Students stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in.
2. Students use flash cards to ask questions of their partner, or they may take turns responding to a teacher question(s).
3. Partners switch roles: outside circle students ask, listen, then praise or coach.
4. After each question or set of questions, students in the outer or inner circle rotate to the next partner. (Teacher may call rotation numbers: "Rotate three ahead.")

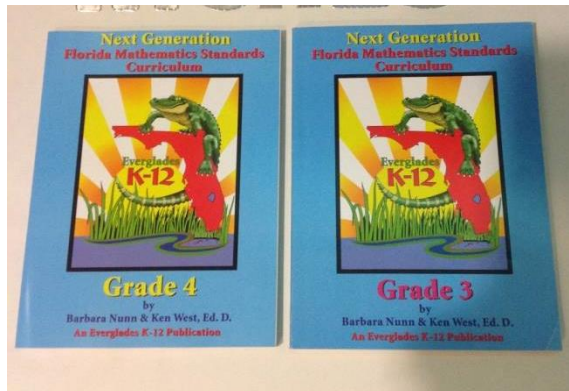
Reading Materials

- Houghton Mifflin Core Reading
- Authentic Literature
- Rigby: Literacy By Design
- The Comprehension Toolkit
- Elements of Reading Vocabulary
- Book of the Month
- Time for Kids
- Author Studies
- Florida Ready
- Success Maker
- FCAT Test Maker



Math Materials

- Envisions
- Investigations
- Everglades
- FCAT Test Maker
- Calendar Math
- Success Maker
- Florida Ready
- Go Math



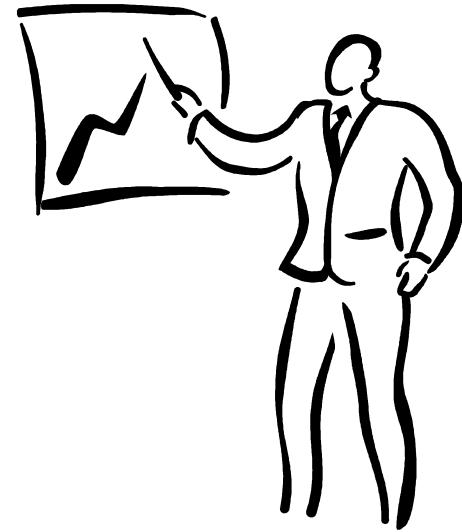
Internet Based Programs

- Success Maker
- Compass Odyssey
- Gizmos for Math and Science
- Destination Success
- FCAT Explorer

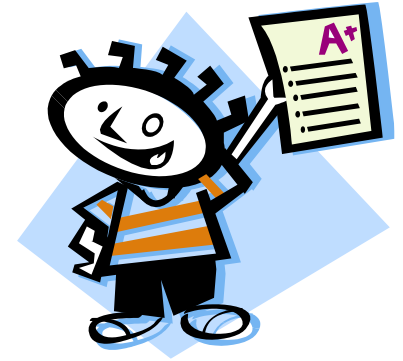


Data Analysis

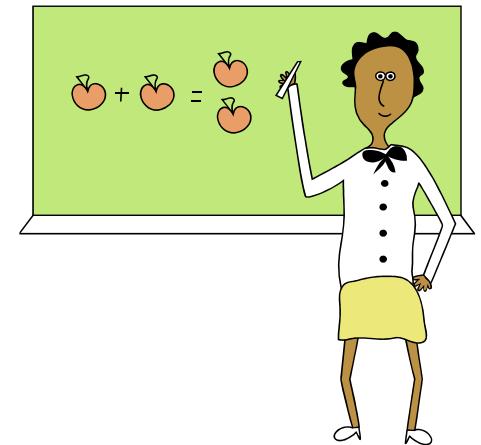
- FCIM Data
- FCIM Calendars
- Quarterly Monitoring Form
- Benchmark Breakdown (Data Boards)
- FAIR Decision Tree
- Success Maker Reports
- PMA Breakdown
- LSA Breakdown
- Florida Ready Math and Reading Breakdown
- Everglades Math Breakdown
- Revised Learning Schedule
- Lowest 25% Focused Small Group
- Top 25% Readers Science Camp



F.C.I.M. Daily Break Down



- Day 1: Explicit Instruction
- Day 2: Model Instruction (I Do)
- Day 3: Guided Practice/Whole Group
- Day 4: Guided Practice/ Collaborative (We Do, Partners)
- Day 5: Independent Collaborative (You Do, Partners)
- Day 6: Independent Individual (You Do)
- Day 7: Mini-Assessment
- Day 8: Review Assessment
- Day 9: Enrichment/Reteach
- Day 10: Enrichment/Reteach
- Day 11: Reassessment



F.C.I.M. Calendar

January 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Winter Break	2 Winter Break	3 Day 9 Re-teach/Enrichment	4 Day 10 ALL Students Reassess Using FCAT 2.0	5 Day 11 Teacher reviews day ten assessment whole group	6 Day 1 LA.3.1.7.6 Explicit Instruction Florida Ready p. 105	7 LA.3.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections.
8	9 Day 2 LA.3.1.7.6 Modeled Instruction Florida Ready p. 106	10 Day 3 LA.3.1.7.6 Guided Instruction Florida Ready p. 107	11 Day 4 LA.3.1.7.6 Guided Instruction Florida Ready p. 108	12 Day 5 LA.3.1.7.6 Guided Instruction Florida Ready p. 109 # 1 - 3	13 Day 6 LA.3.1.7.6 Modeled/Guided Testing Instruction Florida Ready p. 110 - 112	14
15	16 MLK Holiday	17 Day 7 LA.3.1.7.6 All students Test using FCAT 2.0	18 Day 8 LA.3.1.7.6 Teacher reviews day seven assessment whole group	19 Day 9 LA.3.1.7.6 Re-teach/Enrichment	20 Planning Day	21
22 LA.3.1.7.7: The student will compare and contrast elements, settings, characters, and problems in one text	23 Day 10 LA.3.1.7.6 ALL Students Reassess Using FCAT 2.0	24 Day 11 LA.3.1.7.6 Teacher reviews day ten assessment whole group	25 Day 1 LA.3.1.7.7 Explicit Instruction Florida Ready p. 113	26 Day 2 LA.3.1.7.7 Modeled Instruction Florida Ready p. 114	27 Day 3 LA.3.1.7.7 Guided Instruction Florida Ready p. 115	28
29	30 Day 4 LA.3.1.7.7 Guided Instruction Florida Ready p. 116	31 Day 5 LA.3.1.7.7 Guided Instruction Florida Ready p. 117 #s 1 - 3				

Data Board

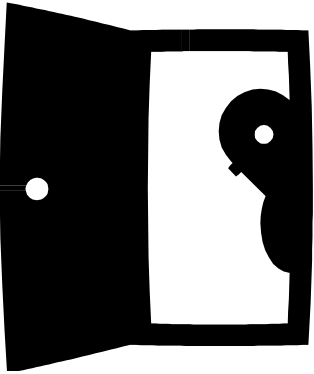
Grade 5 Mathematics
INTERIM BENCHMARK PROBABILITY

100%
FOOT
Ach.
Level

	0-24	25-49	50-74	75-100%
5				
4				
3				
2				
1				

Data Notebooks

Communication



- Sneak Peeks
 - Weekly Happenings
 - Reminders
 - To-Do List
 - Kudos for Staff Recognition
- Open Door Policy
- Monthly Grade Level Meetings
- Monthly Grade Level Newsletters
- Committee Meetings
 - Science
 - Literacy
 - Math
 - School Culture/Foundations
 - Shared Decision Making



Sneak Peeks

Sneak Peeks

April 8, 2013 - April 12, 2013

Monday, April 8, 2013

School Spirit Day-Wear your school t-shirt

PLC Meetings-Bring quarterly monitoring form and materials for planning reading and skills block lessons. Bring lesson plan notebook for lesson plan check.

Tuesday, April 9, 2013

Kindergarten, 2nd and 4th Grade Level Meetings

Mock FCAT- 9:00-10:15- PLC meetings will begin after lunch with Kindergarten.

Snap Shot focus walks continue

CAST evaluations continue

Hayward meets with Cathedral Arts concerning Superintendent's Academy.

Wednesday, April 10, 2013

Early Release Day- Testing Meeting for FCAT. Please make sure you bring your certificate number with you.

2nd Grade PLC Meeting-See Above and RtI

Thursday, April 11, 2013

1st, 3rd and 5th Grade Level Meetings.

Friday, April 12, 2013

Report Cards go home

Submit all grade level minutes by the end of the day.

Bulletin Boards are due by the end of the day.

FCAT Pep Rally @ 1:00

KUDOS

- Thank you Ms. Abruzzo for becoming a part of the Highland's Team.
- Thank you Ms. Vega for overseeing all of the Superintendent's Academy applications.
- Thank you Ms. Weigel, Ms. Harbin, and Ms. Bridges for putting together the Executive Summary for accreditation.

Things to Do

- Update your book of the month bulletin board by Friday afternoon.
- FCIM data, Quarterly Monitoring Forms and updated retention lists were due last Friday.
- As new students enter, check with Ms. Ervin to see if they have a PMP in Genesis. Additionally if they are overage, please complete an overage profile sheet on each student.
- Teachers-this is a reminder that due dates are not options but requirements. Final summative evaluations are due in April. Remember due dates are directly related to Domain 4. Turning items in late can result in a Needs Improvement/Developing or Unsatisfactory in domain 4.
- Update bulletin boards in your classrooms with current student work.
- Update individual websites and grades in the parent portal.
- Grade Level Minutes are due to Mrs. Hayward by Friday and must be emailed out to the entire grade level.
- Mrs. Abruzzo will be checking to make sure all sub folders are updated.
- Encourage your students to return their forms for Superintendent's Academy. Please call parents to remind them to return the forms if they have not already done so.

Things to Know

- There will be a revised resource schedule during the week of FCAT. It will be passed out during early release day.
- There will be no PLC meetings Tuesday until 12:00 when kindergarten meets. We will be completing a Mock FCAT during the morning. All proctors will be in place for the Mock FCAT. The building will be on silence.
- If you arrive late to lunch, you are going to have to take your students back to your classroom and eat lunch with your students. This is still continuing. Please make sure you are adhering to all schedules. Also, students must be picked up on time. Make sure you check your clocks and match them to the cafeteria clock.
- Meet with your team to determine what incentives you will provide to your partner grade level during FCAT week. Remember, these do not have to be monetary.
- Everyone will attend FCAT training during early release day. Each teacher needs to have their certificate number. It can be found on your certificate or on the FLDOE website.
- Complete leave forms as soon as you know you will not be at work. Personal leave forms are submitted prior to taking the day(s) off. If you call in sick, complete the leave form as soon as you return. The leave forms can be found online.

Grade Level Newsletters

5th Grade February Newsletter

PRINCIPAL'S CORNER

It's hard to believe we are already in the third nine weeks of school. There are quite a few things going on at Highlands during the month of February. The FCAT Writing 2.0 will be given on February 26th to all fourth grade students. Highlands will host a writing workshop on February 5th from 6:00-7:00 for all fourth grade parents and students. The monthly SAC meeting will be held on February 28th from 3:15-4:00. We encourage all parents to attend to provide input to school based decisions. Math Night will be on February 28th from 6:00-7:30 for all Highland's parents. Kindergarten students will be performing prior to math night beginning. Light refreshments will be served along with door prizes. We hope all parents and students will be able to attend this fun filled night.

February is Black History Month. We will celebrate by reading important facts each morning about famous African American men and women. Several of the classes will work on projects and there will be a school wide door decorating contest. Please come and take a look at the projects and the classroom doors.

Saturday school will begin this week, February 9th and will take place over four Saturdays. The hours are from 9:00-12:00. Please see your child's permission slip. Saturday school is only for our third, fourth and fifth grade students. A light snack will be served to the students. Please make sure they eat breakfast before arriving.

As always, we appreciate the support from our parents and our community. Please take the time to complete the volunteer application on line. If you need any assistance with the volunteer application, please see Ms. Steel or Mr. Callahan. We look forward to all of our parents coming out to volunteer in your child's classroom. Thank you.

Reading and Social Studies

Entering into the 3rd nine weeks, 5th grade is finishing Validity and Reliability and heading into Compare and Contrast. We spend most of February exploring Text Structure. Parents please remind your student to read for 30-45 minutes nightly. This will increase their vocabulary and fluency.

We will be honoring Black History Month with different activities around the school as well as a 5th grade class project. Each student will highlight one African American who made a significant contribution to history!

Here it is, summer vacation, and Sienna's parents have already ruined it. They have this crazy idea that the family should stop off and visit black historical sites on their way to their North Carolina family reunion. As far as Sienna is concerned, summer is supposed to be about fun, not about learning! But Sienna is in for a wonderful surprise.



MATH

We are continuing our exploration of Geometry. Students are discovering how to find the area of two-dimensional shapes by using various formulas, including use of reference sheet. Our activities will include describing 3-dimensional shapes and analyzing their properties, including volume and surface area. In addition, we will also identify and plot ordered pairs on the first quadrant of the coordinate plane.

Towards the end of the month, we will begin our Unit on measurement.

SCIENCE

Students have been working very hard as we have been exploring the Nature of Forces & Motion. Please engage your child in active conversation about the experiments they are conducting and what they are learning.

We will wrap up our current unit on Forces & Motion half way through the month. We will begin to develop a deeper understanding of the Human Body (organs, systems & functions). We will also explore the different structures of plant and animals.

UPCOMING EVENTS

6	Student Early Release Day
14	Valentine's Day
18	Presidents' Day (Schools Closed)
20	Student Early Release Day
Soon	Information about upcoming field trips and 5 th grade Celebration week COMING SOON!!!

If you have not already retrieved you parent portal login information, please do so soon. It is a great resource for staying informed and up to date with your student's progress.

Newsletters cont.



Highlands
Elementary

9/28/2009
Volume 2, Issue 1

Ms. Miller's Classroom Newsletter

Reading

This week in reading we will be working on sequence of events. Story events happen in a certain order, or sequence. Paying attention to the sequence of events helps a reader understand a story. Words such as *first*, *next*, or *finally* indicate sequence of events.

****Invite your child into the kitchen as you bake a cake, cookies, or simply preparing the evening meal. After you are done have your child tell you the steps you took to prepare or bake the food.**

Math

This week in math we will be learning about arrays. Mathematicians sometimes call things that are grouped this way to form a rectangle an **array**. **Dimension** is the name for the length or width of a rectangle. Use the term **by** when talking about dimensions. What are the dimensions of the rectangle below?

The dimensions of this rectangle are 2 by 6.



2 x 6

The dimensions of this rectangle are 6 by 2.



6 x 2

Vocabulary Words

smoke	grade
smile	save
life	huge
side	love
wide	hope
come	escape
mine	slope
note	cube

Language Arts

Subjects & Predicates- Every sentence has two parts.

- The subject tells whom or what the sentence is about.
- The predicate tells what the subject does or is.

Inflected Endings-

- The endings *-ed* and *-ing* can be added to base words. These endings most often appear at the end of verbs (action words).
- The *-ed* ending usually means that the action happened in the past, as in Yesterday, I looked in the Lost and Found.
- The *-ing* ending on a verb usually means that the action is happening in the present, as in I am trying on hats right now.
- When a base word ends with *e*, drop the *e* before adding *-ed* and *-ing* as in close/closed/closing.
- When a base word ends with a vowel and a consonant, double the consonant before adding *-ed* and *-ing*, as in flip/flipped/flipping.
- Not every word with those endings are made up of base words and an ending, as in bring, red, and sing.

Unlocking the Treasures of Learning



Highlands
Elementary School
Volume 2~
October

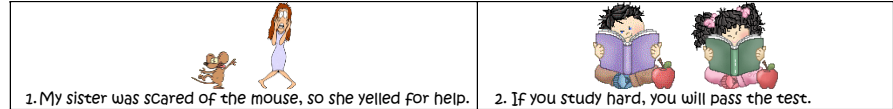
Third Grade Newsletter

Reading

Week 6 9/26~10/0

Review Week

Cause and Effect- A Cause is the reason that something happens. An effect is something that happens as the result of a particular Cause. Here are a few examples:



1. My sister was scared of the mouse, so she yelled for help.
2. If you study hard, you will pass the test.

1. **Cause:** My sister was scared of the mouse **Effect:** she yelled for help
2. **Cause:** study hard **Effect:** you will pass the test

****Take a walk around the neighborhood and think about why things happen. Suppose you were walking on the sidewalk and there was a small rock that you did not see. You tripped and fell to the ground. What caused you to trip and fall? Discuss situations like this with your child and have them supply either the cause or effect in various situations.**

Making Inferences

the text + previous knowledge = inference

Making an inference is also known as reading between the lines. When you read between the lines of what you read, you are making inferences. You have been given some information, but not everything, and you have to fill in the blanks. You use information in the book to draw conclusions. You are like a detective, gathering clues and using those clues to make inferences.

****As your child completes their daily reading assignment, ask them questions about what they read. Read a paragraph with your child and close the book and have him/her make an inference based on what was read and their previous knowledge.**

Sequence of Events

Story events happen in a certain order, or sequence. Paying attention to the sequence of events helps a reader understand a story. Words such as *first*, *next*, or *finally* indicate sequence of events.

****Invite your child into the kitchen and ask them to make their favorite sandwich or snack. After they have created their masterpiece in the kitchen, have them write the steps it took to make it. Have them write the steps in sequential order. Stress the importance of writing the steps in the exact order they used while making their sandwich or snack.**

Week 7 10/~10/

Author's Viewpoint

- Sometimes an author's viewpoint is not stated directly in a text and reader's must use clues in the text, such as what words and details the author chose.
- Below is the book publisher's website that includes many games and other activities that will help your child with the new skill introduced this week.

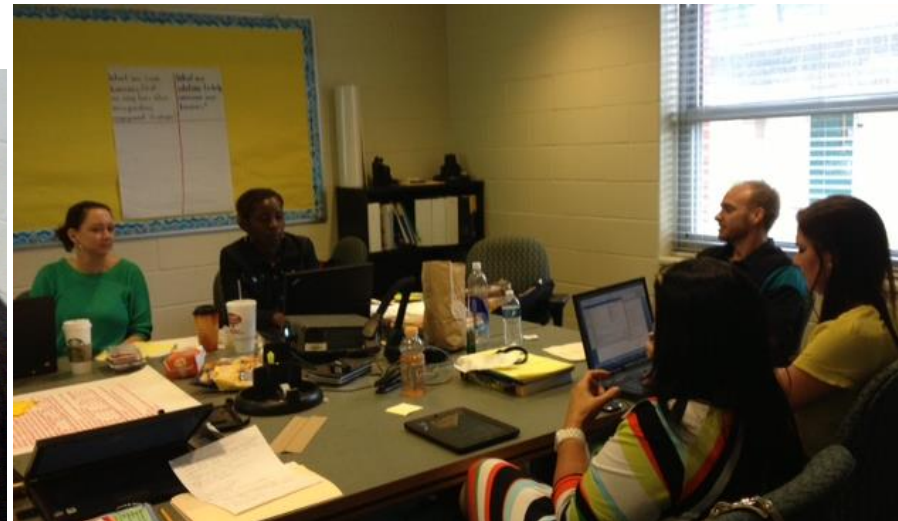
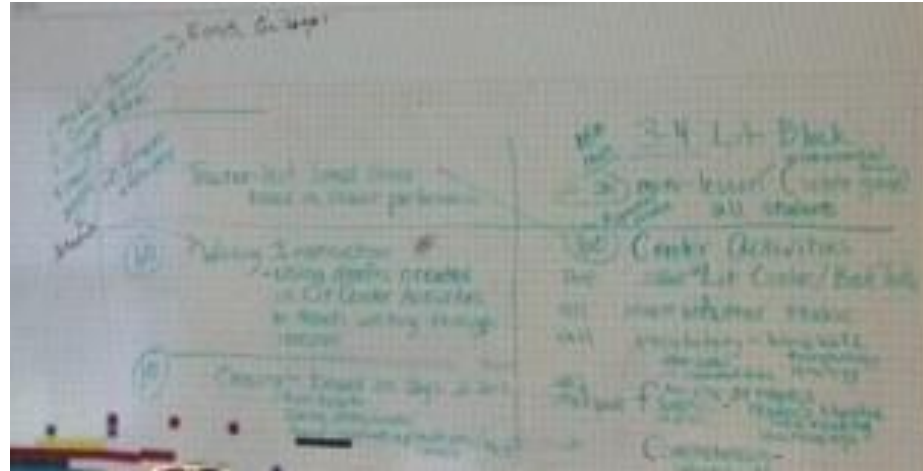
www.eduplace.com/kids

Common Planning Benefits

- Grade Level Lesson Planning with Principal and Coaches
- Data Discussions With Team Members
- Collaboration and Support
- Professional Development
- District/State Personnel to support the school



Common Planning cont.

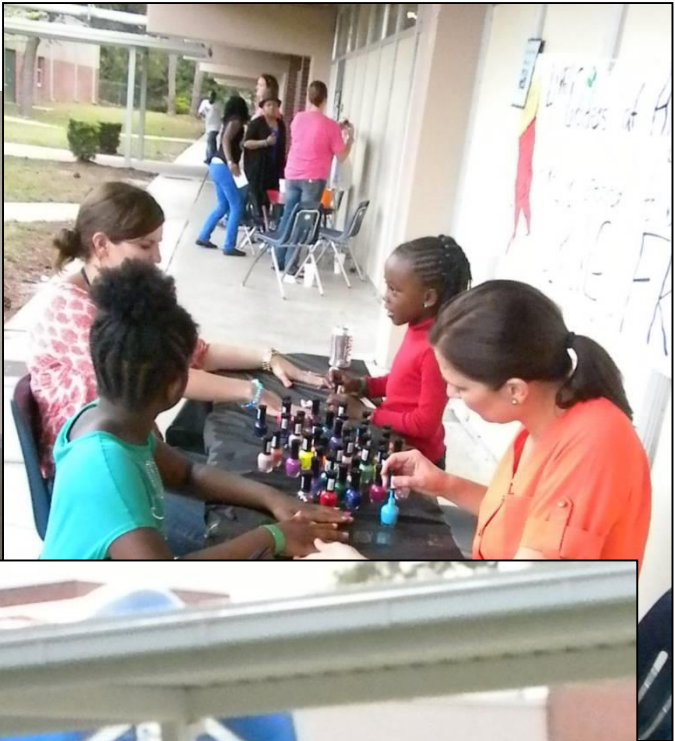


Family & Student Involvement

- Fall Carnival
- Academic Parent Nights
- Muffins for Mom
- Dads and Doughnuts
- Parent Volunteers
- Red Ribbon Week



Fall Carnival



Red Ribbon Week



Family & Student Involvement cont.

- Parent Night
 - Grade level performances
 - Guest speakers
 - Make and Take activities
 - UNRAAVEL Bookmarks
 - FCAT Question Stems Cards
 - Academic Strategies
 - Math Games
 - Summer Activities
 - Community
 - Superintendent's Academy



Thank
you

