

# Brevard Public Schools

## School Improvement Plan

### 2016 - 2017

**Name of School:**

Pineapple Cove Classical Academy

**Asst. Supt. of Leading and Learning:**

Stephanie Archer

**Principal:**

Kelly Gunter

**SAC Chairperson:**

Nicole Silvestri

**Superintendent: Dr. Desmond Blackburn****Mission Statement:**

The mission of Pineapple Cove Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

**Vision Statement:**

Pineapple Cove Classical Academy is affiliated with Hillsdale College's Barney Charter School initiative. We will offer a unique option for families providing students with a K-8 option for classical education on one campus. Students will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Students will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention students require in order to meet the high expectations of a Classical education. The strong leadership of our Board, Administration, and Teachers will provide an excellent example of character for our students.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

We have developed our goals with input from administration, teachers, our governing board, and parents via our parent representative and PTO Board. Our goals are reflected in the daily operation of our school and communicated via our website, parent meetings such as Open House, and monthly newsletters to our stakeholders. The governing board is updated by the principal at our scheduled board meetings.

# Brevard Public Schools School Improvement Plan 2016 - 2017

## Part 1: Planning for Student Achievement

### RATIONALE – Continuous Improvement Cycle Process

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

*What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?*

<b>Successful Professional Practices</b>	
<b>Practices</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>-Fidelity to curriculum</li> <li>-Grade level planning and meetings</li> <li>-Professional development through Hillsdale College</li> <li>-Guided data analysis</li> <li>-Intervention Model</li> <li>-Inclusion</li> </ul>	<p>Professional development through Hillsdale College allowed our staff to teach with fidelity using Riggs and Core Knowledge. This was evident in our FAIR, BELAA, and FSA scores for ELA. Most of these scores showed that our students performed above district averages. In addition, our ESE students showed significant learning gains in ELA. Agendas from MTSS and grade level meetings show that our grade level planning and tiered interventions worked to support students at all levels. Our SMART block grouping forms show that students moved through tiers and subject focus based on student data. Lesson plans show evidence of fidelity to curriculum.</p>
<b>Concerns with Professional Practices</b>	
<b>Practices</b>	<b>Data</b>
<ul style="list-style-type: none"> <li>-New Teacher Support</li> <li>-Alignment of curriculum to standards</li> <li>-Math and Science instruction</li> <li>-Teacher initiated data analysis</li> </ul>	<p>In our first year, we had many teachers that were new to teaching. Many of these teachers needed support common to new educators- parent communication, data analysis, and planning. These needs were reflected in our math and science FSA scores. Agendas for MTSS and grade level meetings show that administration initiated and analyzed data for teacher meetings. This year, we hope to ensure teachers are more independent with data analysis.</p>

*What are the areas of successful student achievements and what data shows evidence of improvements?*

*What are the concerns with student achievements and how are they revealed to the data?*

**Reading Data:**

The charts below are a summary of our reading data. In grades K – 2, KLS, Running Record and BELAA end of year scores surpassed grade level expectations set forth by the district. The Kindergarten data for the High Frequency Words portion of the KLS is of particular note. Our kindergarten teachers do not teach the HFW by memorization. Our Riggs program teaches students the variant sounds of all the 71 letters and vowel combinations. By doing so, our students were able to read an average of 79 sight words. This is 24 more words than the district expectation. In grades 3- 6, the FAIR Probability of Literacy Success showed growth for all of our grade levels. We feel this data is a direct representation of our continued efforts with Riggs instruction for phonics, handwriting, grammar, and spelling, Core Knowledge for literature, and Well Ordered Language for grammar in the intermediate grades. We were especially proud of our student achievements in third, fourth, and sixth grades. In fourth grade, many of our students started the year far below grade level expectations. Through the work of our tiered instruction and interventions, the grade level showed significant gains, despite the rough start.

Sixth grade performance is also in need of special notation. This group of students started the year with unusually high scores.

Typically, this would prove to be a difficult group to show gains. However, the sixth graders continued to show growth throughout the year. This was reflected in their above average FSA ELA scores.

Our fifth grade FSA ELA scores showed our greatest need for improvement. Although the grade level average of those scoring a Level 3 or higher was above the district and state average, it was the lowest proficiency score for our school. We will continue to monitor this group of students and provide additional interventions as necessary.

		Probability of Literacy Success (PLS) (Green Zone)			Growth
Grade Level	Average	AP1	AP2	AP3	
3	District	.30	.44	.49	+.19
	<b>PCCA</b>	<b>.42</b>	<b>.51</b>	<b>.70</b>	<b>+.28</b>
4	District	.32	.34	.37	+.05
	<b>PCCA</b>	<b>.25</b>	<b>.32</b>	<b>.46</b>	<b>+.21</b>
5	District	.34	.41	.45	+.11
	<b>PCCA</b>	<b>.45</b>	<b>.50</b>	<b>.51</b>	<b>+.06</b>
6	District	.30	.33	.36	+.06
	<b>PCCA</b>	<b>.42</b>	<b>.62</b>	<b>.64</b>	<b>+.22</b>

	Goal	District Avg.	PCCA Avg.
Kindergarten End of Year Running Record	4	6.16	8.7
Kindergarten End of Year High Frequency Words	55	62	79
1 <sup>st</sup> Grade End of Year BELAA	70%	73%	77%
2 <sup>nd</sup> Grade End of Year BELAA	70%	68%	72%

The chart below outlines PCCA performance in comparison to state and district averages of student proficiency (students earning score of Level 3 or higher on each assessment)

		State Average	District Average	PCCA Average	Comparison to State Average
<b>3<sup>rd</sup> Grade</b>	ELA	54%	60%	78%	+24%
	Math	61%	60%	57%	-4%
<b>4<sup>th</sup> Grade</b>	ELA	52%	57%	66%	+14%
	Math	59%	60%	57%	-2%
<b>5<sup>th</sup> Grade</b>	ELA	52%	56%	58%	+6%
	Math	55%	57%	40%	-15%
	Science	51%	58%	38%	-13%
<b>6<sup>th</sup> Grade</b>	ELA	52%	63%	86%	+34%
	Math	50%	68%	57%	+7%

**Math Data:**

The chart above outlines our Math FSA performance. In third and fourth grade, we were just a few percentage points from meeting the state average for proficiency. In fifth grade, our students struggled to come close to the state average. Our sixth graders performed quite well, scoring between state and district averages. Overall, school-wide, data shows our students performed well in the areas of Operations in Base 10, Algebraic Thinking, The Number System, and Expressions and Equations. Our students struggled with Fractions, Measurement and Geometry, Statistics, and Ratios. These findings will help us target areas in need of greater depth and rigor.

**Science Data:**

Our Science data from FSA shows that our students did not meet standards necessary for proficiency in this subject. Our students did not show proficiency in any of the strands measured of the Statewide Science Assessment; however, our highest performance was in the Life Science area. This shows the need for additional resources, training, and professional development.

**Analysis of Current Practices:**

*Describe action steps that have become non-negotiable, things that you will continue doing.*

After analyzing our first year of data, we have established some non-negotiable elements to our instructional practices. In reading, we will maintain the use of a continuous ELA block. Our teachers are able to integrate reading and writing more smoothly by connecting the Reading and Language Arts blocks. We will also continue the use of Riggs, Core Knowledge, and Well-Ordered Language as the essential elements of our Core ELA instruction. These research-based curricula have proven to have solid results in student learning. In math, we will continue the use of a differentiated math block. All of our students are administered a Singapore Math diagnostic assessment at the beginning of the school year. This information, coupled with teacher observation, is used to determine the best placement for math instruction. This allows students to receive instruction at his/her “just right” level, whether remediation or enhancement is necessary.

Across the curriculum, we will continue to emphasize the importance of adherence to our school virtues. Scholars are introduced and instructed in our six virtues at the beginning of the year and continue to revisit these ideals throughout the school year. The virtues of Self-Government, Courtesy, Honesty, Perseverance, Courage, and Service are displayed in all classrooms using student-friendly definitions. All teachers utilize a Character Card that serves as a home to school connection about student behavior. Scholars study these virtues in relation to daily behavior and reflect on them when studying characters in literature and historical figures.

**Best Practice:**

*Based on research, as it relates to the data analysis above, what should be best practices in the classroom?*

According to the research of Beverly Weiser and Patricia Mathes (2011), the use of direct instruction with phoneme-grapheme relationships is essential in building skills for successful readers. Comprehensive reading programs used in most schools today address reading and spelling as separate subjects. Memorization of spelling words is often the accepted approach. In contrast, our spelling/reading program emphasizes the importance of accuracy of spelling through the use of repeated encoding and decoding tasks. Spelling becomes a necessary precursor to reading. Riggs, *The Writing and Spelling Road to Reading and Thinking*, explicitly teaches students to read through the encoding and decoding processes. Weiser and Mathes state, “Students taught to manipulate and/or grapheme phoneme correspondences... made great improvements in word reading, fluency, comprehension, and spelling over contrast groups. This clearly supports the theory of synergy between encoding and decoding instruction and reading and spelling ability in the early grades and with students with learning disabilities.” Therefore, although direct teaching may not be the most common method of reading instruction, research provided through Weiser and Mathes and Riggs proves this method is an effective model for our school.

Differentiated instruction is an essential element of any instructional program. Through the use of diagnostic mathematics testing, PCCA places students an appropriate instructional level. According to the research of Morgan (2014), “this allows students to work at a level in which they are exploring content that is new and unknown, but not to the point of frustration- the stage of development that Vygotsky believed was crucial for education.” Because math is not traditionally used to determine promotion and retention decisions, many students often struggle with grade level standards. Math instruction is usually layered without assurance of mastery of previous standards. By grouping students by ability, our teachers are able to meet students where they are and provide scaffolded instruction as necessary. Recent brain research has verified the effectiveness of

differentiated instruction. “When students are in a learning situation their brain releases noradrenalin- a hormone affecting learning. If learners become frustrated because the content is too difficult, they release too much noradrenaline, which leads to withdrawal or inappropriate conduct. Instruction below the level of student readiness is also detrimental; when pupils are instructed in this manner, fewer chemicals are released, a practice leading many above-average learners to a less stimulating classroom environment.” Our teachers are able to provide much needed remediation, enhancement, and pacing adjustments as necessary with our differentiated math block.

**School-Based Goal:** What can be done to improve instructional effectiveness?

The faculty and staff will maintain fidelity to our curriculum while ensuring we adhere to the rigor and depth of the Florida State Standards to increase student learning gains.

**Strategies:** Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
1. High level of year 0-3 teachers.	1. Provide rigorous professional development in use of curriculum.  2. Provide administrative guidance in classroom procedurals.  3. Perform multiple classroom observations with meetings after to provide feedback.	Principal Asst. Principal	August 2016-June 2017	Weekly grade level meetings, classroom observations, weekly plan book checks
2. Teacher understanding of MAFS and need for supplement to core math curriculum to meet all grade level standards with appropriate depth.	1. Development of pacing guides using a spiraled approach for meeting standards.  2. Subscriptions to Matholia for grade levels showing high need for remediation.  3. Additional professional development in math addressing appropriate planning and providing resources for grade level standards.	Principal Asst. Principal Math teachers	August 2016-June 2017	Grade level meetings to review progress through pacing guides and MAFS.  Tracking student performance on district math assessments standard by standard to evaluate competency.
3. Need for more rigorous inquiry-based science instruction is	1. Providing and equipping a proper science lab to support inquiry-based labs.	Principal Asst. Principal Science teachers	August 2016-June 2017	Pre- and post-test mini-assessments to assess student understanding of science concepts.

grades 4-8.	<p>2. Providing standards-based science texts to support Core Knowledge curriculum.</p> <p>3. Realigning curriculum maps to more accurately reflect state standards within the grade level.</p>			
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**EVALUATION –Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

By May of 2017, progress of implementing School Improvement Plan professional practices strategies will be evident. This will be monitored during the school year through evidence of implementation during observations, increased understanding of strategies expressed during administrative conferences, and feedback indicating enhanced aptitudes during professional development opportunities. It will be measured by the following:

- Year 0-3 teachers will show growth in FEAPS areas usually considered weak for new teachers: Instructional Design and Lesson Planning, Instructional Delivery and Facilitation, and Assessment. This will be measured by growth in those areas on formal observations.
- Teachers will show an increased knowledge of standards and will be able to speak to the depth of rigor of their instruction as it relates to state standards. This will be measured by administrative evaluations of lesson plans and standards mapping.
- Teachers will show an increased proficiency in using data analysis tools to evaluate student progress, make recommendations, and influence student achievement.

In May of 2016, a post self-assessment survey will be administered to PCCA’s teachers identifying their ability to identify standards that require supplemental instruction outside of our core curriculum and identify data analysis tools for use in evaluating student progress. With regard to each descriptor listed below, 70% of teachers will provide a rating of at least a 4 or 5 (5 being most favorable).

- I have a full understanding of where supplemental materials are needed to
- I feel comfortable accessing Performance Matters, PMRN, and Unify to access student achievement scores used to evaluate student progress.

**Qualitative and Quantitative Student Achievement Expectations:** Measures student achievement.

By May of 2017, progress of implementing School Improvement Plan (SIP) strategies to increase student achievement will be evident. This will be monitored throughout the school year by students demonstrating continuous academic improvement on various assessments including FAIR, BELAA, FSA and district assessments for math and science.

It will be measured by the following:

- A 75% grade level average will be achieved by students in grades 1-2 on the BELAA “B” assessment.
- A 70<sup>th</sup> average percentile rank will be achieved by students in grades 3-6 on the Reading Comprehension portion of the final FAIR assessment.
- A 75% average proficiency rate will be achieved by students in grades 3-6 grade on the 2017 Florida State Standards assessment in English language arts.
- A 65% average proficiency rate will be achieved by students in grades 3-6 grade on the 2017 Florida

State Standards assessment in mathematics.

- A 70% proficiency rate will be achieved by 5<sup>th</sup> grade students on the 2017 Statewide Science Assessment.

## Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

**MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI** This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.
2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

The leadership team of Pineapple Cove Classical Academy meets on a monthly basis to discuss and analyze results of student assessments such as state/district assessments, curriculum measures, and ongoing progress monitoring. This data is used to monitor the effectiveness of our core instruction in all subject areas. In the area of reading and language arts, our students are regularly monitored using Riggs phonogram and spelling tests in addition to Latin and literature assessments. Our school also utilizes FAIR and BELAA to track student growth in reading. In math, our students are placed in ability groups using Singapore diagnostic assessments. Students receive instruction at their "just right" level using leveled textbooks and workbooks. Students are regularly assessed using checkpoints to determine the accuracy of placement. This year, we will be utilizing district assessments in all grades to gauge student progress according to grade level standards. Other content areas, such as science, history, and geography are assessed using curriculum and teacher created tests. When areas of concern are noted, administration works to address the needs. This may include instructional coaching, professional development of particular curricular pieces, review of standards, etc.

In order to facilitate the MTSS process, teacher data team meetings are held on a bimonthly basis. These meetings help to determine the efficacy of Tier One/Core Instruction in all areas. During these meetings, teachers work to analyze grade level data and needs for improvement. Teachers review FAIR reports and data from Performance Matters, PMRN, and curricular/teacher made tests. Item analysis reports allow teachers the opportunity to determine strengths and weaknesses of instruction and need for further interventions. The intent of these meetings is to provide for open sharing of best practices. Teachers discuss lesson planning, curriculum and schedule time to observe other teachers during instruction.

At times, changes to Tier One/Core Instruction may not be enough to improve student performance. During our SMART (Supplemental Math and Reading Time) block students will participate in Tier Two intervention to support core instruction. Students will participate in additional Riggs and Singapore instruction that occurs at a pace that is best for the child. In addition, group size will be smaller to increase the intensity of the instruction. These groups are monitored every three to four weeks using curriculum based ongoing progress monitoring that is overseen by administration and grade levels. Groups are flexible and change based on student need.

When data shows that Tier One and Tier Two instruction is not sufficient to improve student performance, students are referred to IPST. Our Support Specialist, School Psychologist, Speech Teacher (when appropriate), ESE Teacher (when

appropriate), Classroom Teacher, Parent and Administration work together to support the needs of individual students. This team meets weekly to discuss the individual needs of students that include, but are not limited to, academics, speech, behavior, and attendance concerns. The team collaborates to diagnose student need and develop a plan for Tier 3 interventions that increase in frequency and intensity. Weekly progress monitoring is reviewed by the team to determine the effectiveness of the intervention. When appropriate, the team makes decisions to change interventions, continue interventions, or move forward with consent for evaluation.

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).**

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Strengths (as communicated in Parent Survey Data in 164 responses)

- Parents averaged a response of “Excellent” with regard to faculty and staff responsiveness, knowledge of their student, and knowledge of the curriculum
- Parents averaged a response of “Excellent” with regarding to satisfaction with curriculum quality, increase in student knowledge, and offerings of extra-curricular activities
- Parents averaged a response of “Excellent” with regard to teacher communication, school communication, and the variety of communication methods offered (e-mail, social media, school marquee, and website).
- Parents averaged a response of “Excellent” with regard to school climate, discipline, and cleanliness.
- Parents averaged a response of “Excellent” with regard to the quality of ESE and Speech/Language programs.

Areas of weakness (as communicated in Parent Survey Data in 164 responses)

- Parents communicated the need for additional communication regarding volunteer opportunities to complete their required 10 service hours to the school.
- Parents asked for more options and fresh fruit and vegetable options for school lunch.
- Parents expressed a desire for improved play areas for students.

To address the weaknesses above, we have made some changes for the 2016-2017 school year. Our PTO has sponsored a subscription to MySchoolAnywhere, a comprehensive volunteer tracking and information program that allows parents to sign up for e-mail blasts regarding volunteer opportunities. To address lunch needs, we have started to offer students three options each day for lunches as well as joined the USDA food commodities program, which aims to provide more fresh fruit and vegetable options to schools by making these options more affordable. Finally, we made capital improvements in our playground and spent Box Tops proceeds on recess equipment.

In an effort to improve communication between teachers and parents, we have switched to using Thinkwave as a gradebook program for our teachers. This program has a very user-friendly platform for both teachers and parents. Families are able to quickly and easily check on student grades and missing assignments. Teachers are also able to communicate the same information with just a few quick clicks. In addition, Thinkwave has options for parents to sign up for frequent updates. Our parents receive updates with a listing of the student’s most recent grades on a weekly basis. Feedback from all stakeholders has been very positive.



**EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).**

1. List any additional early warning system indicators and describe the school's early warning system.

**ELEMENTARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:  Add any additional EWS indicators here: 1. PCCA had three students with less than 90% attendance 2. PCCA had five suspensions for the 2015-2016 school year. 3. PCCA had nine students who were retained due to failure to meet grade level expectations.
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**SECONDARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:  Add any additional EWS indicators here:
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2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	2						1							
1 or more ISS or OSS	2		2				1							
Level 1 in ELA or Math				6	13	16	8							
Course Failure in ELA or Math							1							
Students exhibiting 2 or more indicators														

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

- MTSS/RTI implemented school-wide with fidelity
- SMART (Supplemental Math and Reading Time) block (30 mins/day) implemented school-wide
- PMPs implemented for students for academic/behavioral concerns
- Attendance warning letters included with each report card

## STUDENT TRANSITION AND READINESS

### 1. **PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

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

PCCA provides tours to families of accepted kindergarten students as well as informational nights for parents which detail the typical daily activities of kindergarten students as well as tips to help students be successful.

PCCA sponsors a free camp for all incoming students that includes 15 hours of instruction in the basics of our Riggs program prior to the start of school, allowing new students to learn the tenets of the program more quickly and decreasing transition time.

### 2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

**(TITLE 1 SCHOOLS ONLY)**

**Highly Qualified Teachers**

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

<b>Descriptions of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>
1.		
2.		
3.		

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified</b>