

The School Board of Highlands County

# Lake Placid Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Lake Placid Elementary School

101 GREEN DRAGON DR, Lake Placid, FL 33852

<http://www.highlands.k12.fl.us/~lpe/>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

### School Board Approval

This plan is pending approval by the Highlands County School Board.

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

As a community of leaders, we will inspire young minds to embrace their worth and reach their full potential. We will L.E.A.D.

Love learning,  
Excel in all we do,  
Achieve goals together,  
Do what is right.

#### Provide the school's vision statement.

Leading Proactively by Example

### School Leadership Team

#### Membership

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

Name	Title
Dean, Candis	Principal
Simmons, Jennifer	Instructional Coach
Richmond, Michelle	Teacher, K-12
Cochran, Julia	Teacher, K-12
Cole , Kristine	Teacher, K-12
Cooper , Carolyn	Teacher, PreK
Ming, Tera	Assistant Principal
Whitney, Melinda	Teacher, K-12
Perry, LaDonna	Other
Bennett, Taylor	Teacher, K-12
Rose , Samantha	Teacher, K-12
Dehart, Kathy	Instructional Coach
Hulslander, Julie	Teacher, K-12
Campbell, Linda	Teacher, K-12
Noel, Diane	Teacher, K-12
Malone, Ashten	Teacher, K-12
Million, Vicki	School Counselor

#### Duties

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

The principal monitors discipline, attendance and academic progress of all students, leads the CLT, makes research- and data-based suggestions and decisions to guide the instructional practices of the

building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact.

The assistant principal helps to monitor discipline, attendance and academic progress of all students, actively participates on the CLT, makes research and data-based suggestions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact, and meets frequently with the principal to assure that practices in building are aligned to student achievement.

The literacy coach (LCRT) supports the entire instructional staff and participates actively on CLT. The LCRT makes research- and data-based suggestions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact, and meets frequently with the principal and assistant principal to assure that practices in building are aligned to student achievement.

The MTSS Coach supports the entire instructional staff and participates actively on CLT. The MTSS Coach monitors student data and makes research and data-based suggestions and recommendations for support to students that are apart of the MTSS process needing Tier 2 and Tier 3 remediation.

The Curriculum Leadership Team (CLT) members meet bi-monthly to review, discuss, and problem solve curriculum issues. The CLT works collaboratively with administration and the instructional coaches to review current data and determine the direction of upcoming curricula. They represent their department and bring general concerns and questions from their peers to the team meetings. The CLT has established meeting norms that emphasize the need to be both vulnerable and collaborative in order to be the guiding force needed to meet school goals.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	12	7	11	6	14	0	0	0	0	0	0	0	64
One or more suspensions	3	6	5	14	16	23	0	0	0	0	0	0	0	67
Course failure in ELA or Math	40	28	17	10	19	40	0	0	0	0	0	0	0	154
Level 1 on statewide assessment	0	0	0	36	73	0	0	0	0	0	0	0	0	109

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	4	2	15	24	43	0	0	0	0	0	0	0	91

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	15	13	5	4	0	2	0	0	0	0	0	0	0	39
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Friday 8/3/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Overall ELA proficiency, the 3rd-5th grade students performed the lowest at a 44%. This has declined slowly over the last 3 years. More concerning, the learning gains have significantly declined.

#### Which data component showed the greatest decline from prior year?

ELA Learning gains for the lowest 25% declined 12%.

#### Which data component had the biggest gap when compared to the state average?

Math learning gains for the lowest 25% is 26 % below the state average.

#### Which data component showed the most improvement? Is this a trend?

Science increased by 8% for the 2017-2018 school year. In addition, 6 out of the 7 categories, the african american students performed higher in the 2017-2018 school year than in 2016-2017.

#### Describe the actions or changes that led to the improvement in this area.

The school provided deliberate instruction driven by the data.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	48%	56%	46%	47%	52%
ELA Learning Gains	49%	48%	55%	55%	51%	52%
ELA Lowest 25th Percentile	31%	40%	48%	56%	48%	46%
Math Achievement	48%	58%	62%	49%	55%	58%
Math Learning Gains	39%	50%	59%	49%	51%	58%
Math Lowest 25th Percentile	21%	35%	47%	42%	42%	46%
Science Achievement	48%	52%	55%	38%	42%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (0)	12 (0)	7 (0)	11 (0)	6 (0)	14 (0)	64 (0)
One or more suspensions	3 (0)	6 (0)	5 (0)	14 (0)	16 (0)	23 (0)	67 (0)
Course failure in ELA or Math	40 (0)	28 (0)	17 (0)	10 (0)	19 (0)	40 (0)	154 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (0)	73 (0)	0 (0)	109 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	48%	-9%	57%	-18%
	2017	42%	48%	-6%	58%	-16%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	46%	45%	1%	56%	-10%
	2017	53%	51%	2%	56%	-3%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
05	2018	41%	47%	-6%	55%	-14%
	2017	34%	47%	-13%	53%	-19%
Same Grade Comparison		7%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	61%	-6%	62%	-7%
	2017	53%	60%	-7%	62%	-9%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	51%	53%	-2%	62%	-11%
	2017	54%	60%	-6%	64%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2018	33%	52%	-19%	61%	-28%
	2017	32%	49%	-17%	57%	-25%
Same Grade Comparison		1%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	50%	-4%	55%	-9%
	2017					
Cohort Comparison						

### Subgroup Data



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	33	24	31	25	9	8				
BLK	22	27	28	27	32	22	23				
HSP	45	52	33	48	39	23	36				
MUL	67	50		61	42						
WHT	51	55	31	56	43	15	63				
FRL	39	45	31	43	36	19	42				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	41	44	18	30	32	21				
ELL	19	52	58	31	48						
BLK	26	50	45	32	35	19	29				
HSP	39	51	52	43	42	47	26				
MUL	53			53							
WHT	56	54	31	61	49	25	55				
FRL	38	50	43	42	38	30	33				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Attendance

**Rationale** Students need to be in attendance in order to learn and increase proficiency.

**Intended Outcome** Decrease the number of absences in 3rd, 4th and 5th grades by 2%.

**Point Person** LaDonna Perry (perryld@highlands.k12.fl.us)

##### Action Step

**Description**

1. Work through the SARC process.
2. New check in/Check out system
3. MTSS phone calls home

**Person Responsible** LaDonna Perry (perryld@highlands.k12.fl.us)

##### Plan to Monitor Effectiveness

**Description** SARC Process, daily attendance reports, follow-up at weekly coaches meetings

**Person Responsible** Candis Dean (deanc@highlands.k12.fl.us)

Activity #2	
<b>Title</b>	Discipline
<b>Rationale</b>	Students need to be in attendance and behaving in order to learn and increase proficiency.
<b>Intended Outcome</b>	Reduce overall incidents by 5%
<b>Point Person</b>	Jon Million (millionj@highlands.k12.fl.us)
Action Step	
<b>Description</b>	1. Dean hired to help with the implementation of the school-wide PBIS plan and discipline 2. Year 2 of school-wide implementation of PBIS 3. ISS Para Professional hired to help implement In-School Suspension as well as silent lunch alternative.
<b>Person Responsible</b>	Jon Million (millionj@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	1. Weekly Admin Meetin to discuss discipline and possible concerns. 2. Discipline as component discussed with teachers regarding student interventions during Data Chats.
<b>Person Responsible</b>	Candis Dean (deanc@highlands.k12.fl.us)

<b>Activity #3</b>	
<b>Title</b>	ELA
<b>Rationale</b>	Over the last 3 years, ELA proficiency, LG and LG of lowest 25% have decreased.
<b>Intended Outcome</b>	Increase ELA proficiency by 2%, increase ELA LG by 2%, increase ELA LC 25% by 2%
<b>Point Person</b>	Jennifer Simmons (simmonsj1@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will receive Professional Learning Communities Professional Development during pre-school week</li> <li>2. Employ Professional Learning Communities during our common planning time x2 a week</li> <li>3. As part of grade level PLC time, student work products will be brought weekly to be discussed.</li> <li>4. During PLC time, teachers will work together to create a plan for ALL students' needs based on the work for MTSS purposes.</li> <li>5. A schedule and plan will be created to implement during Math/Reading MTSS time.</li> <li>6. Weekly Coaches Meetings</li> <li>7. Regularly Scheduled Walk-throughs in classrooms together</li> </ol>
<b>Person Responsible</b>	Jennifer Simmons (simmonsj1@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Regular meetings between School Administration and Content Coaches to discuss trends in school-wide data.</p> <p>Teachers know how to reflect on student work and make adjustments to instructions.</p> <p>Faculty at LPE meet with leadership weekly to analyze student work to determine next steps for instruction</p> <p>At my school, we will create a process for standards based planning.</p>
<b>Person Responsible</b>	Candis Dean (deanc@highlands.k12.fl.us)

<b>Activity #4</b>	
<b>Title</b>	Math
<b>Rationale</b>	Over the last 3 years, Math proficiency, LG and LG of lowest 25% have decreased.
<b>Intended Outcome</b>	Increase Math proficiency by 2%, increase Math LG by 2%, increase Math LG 25% by 2%
<b>Point Person</b>	Tera Ming (mingt@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will receive Professional Learning Communities Professional Development during pre-school week</li> <li>2. Employ Professional Learning Communities during our common planning time x2 a week</li> <li>3. As part of grade level PLC time, student work products will be brought weekly to be discussed.</li> <li>4. During PLC time, teachers will work together to create a plan for ALL students' needs based on the work for MTSS purposes.</li> <li>5. A schedule and plan will be created to implement during Math/Reading MTSS time.</li> <li>6. Weekly Coaches Meetings</li> <li>7. Regularly Scheduled Walk-throughs in classrooms together</li> </ol>
<b>Person Responsible</b>	Tera Ming (mingt@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Regular meetings between School Administration and Content Coaches to discuss trends in school-wide data.</p> <p>Teachers know how to reflect on student work and make adjustments to instructions.</p> <p>Faculty at LPE meet with leadership weekly to analyze student work to determine next steps for instruction</p> <p>At my school, we will create a process for standards based planning.</p>
<b>Person Responsible</b>	Candis Dean (deanc@highlands.k12.fl.us)

<b>Activity #5</b>	
<b>Title</b>	Science
<b>Rationale</b>	Science proficiency increased 8% but is still 7 % below the state average.
<b>Intended Outcome</b>	Increase Science proficiency by 2%.
<b>Point Person</b>	Tera Ming (mingt@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will receive Professional Learning Communities Professional Development during pre-school week</li> <li>2. Employ Professional Learning Communities during our common planning time x2 a week</li> <li>3. As part of grade level PLC time, student work products will be brought weekly to be discussed.</li> <li>4. During PLC time, teachers will work together to create a plan for ALL students' needs based on the work for MTSS purposes.</li> <li>5. A schedule and plan will be created to implement during Math/Reading MTSS time.</li> <li>6. Weekly Coaches Meetings</li> <li>7. Regularly Scheduled Walk-throughs in classrooms together</li> </ol>
<b>Person Responsible</b>	Tera Ming (mingt@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Regular meetings between School Administration and Content Coaches to discuss trends in school-wide data.</p> <p>Teachers know how to reflect on student work and make adjustments to instructions.</p> <p>Faculty at LPE meet with leadership weekly to analyze student work to determine next steps for instruction</p> <p>At my school, we will create a process for standards based planning.</p>
<b>Person Responsible</b>	Candis Dean (deanc@highlands.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

See Parent Involvement Plan

#### PFEP Link

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

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

Eligible students identified as needing counseling are provided on-site counseling through the student services department. All students grades kindergarten through fifth will participate in structured bullying prevention courses through our school leadership class this year.

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

Lake Placid Elementary invites all pre-schools in the area to visit the school in May before Kindergarten registration. The following activities are provided for the students: school/bus safety, kindergarten class activities, and a tour of the school provided by our fifth grade ambassadors. Registration packets are given to the daycares in attendance and include a supply list, academic standards, and tips for parents to prepare their children for kindergarten. The Data Operator communicates with parents prior to registration the required documents required to officially register a student. Parent Orientation Night was provided the Tuesday before the start of school to enable students to come see their new classroom and to meet their new teacher.

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

Members of the MTSS team met to review the previous year's data to identify students in each tier so the current teacher could be notified of the students receiving Tier 2 & 3 interventions. The MTSS team will meet weekly with the school psychologist, individual classroom teachers, and parents. The purpose of these meetings is to review student performance, success of intervention, and make further instructional decisions. The MTSS team members will work with grade level teams to assist them in analyzing grade level and class data in order to determine the effectiveness of core instruction.

Title I, Part A: Provides funds to all district elementary schools and all middle schools in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. Monies also provide resources for students identified as homeless

Title I, Part C- Migrant: Provides services to migrant students (Pre-K-12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health/guidance services to them. T

Title I, Part D: Provides services to children who are delinquent or neglected.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students in becoming proficient in English, supports teacher professional development in ELL strategies, and parent involvement/education.

Title X Homeless: Student Services coordinates with Title I, Part A to provide resources for students identified as homeless

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide Summer Reading Camp for students that score a Level 1 on FCAT.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

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

Lake Placid Elementary is an AVID school which focuses on college and career awareness. Currently, a 1/4 of our staff has been to AVID Summer Institute and incorporates AVID strategies that focus on students being prepared of college and career.

Part V: Budget

Total:	\$368,671.25
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