

The School Board of Highlands County

# Lake Placid Elementary School



2019-20 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/>

## Demographics

**Principal: Courtney Floyd**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: D (40%) 2016-17: C (44%) 2015-16: C (48%) 2014-15: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

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

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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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	Job Duties and Responsibilities
Dean, Candis	Principal	
Simmons, Jennifer	Instructional Coach	
Ming, Tera	Assistant Principal	
Perry, LaDonna	Other	
Rose , Samantha	Teacher, K-12	
Dehart, Kathy	Instructional Coach	
Hulslander, Julie	Teacher, K-12	
Campbell, Linda	Teacher, K-12	
Malone, Ashten	Teacher, K-12	
Million, Vicki	School Counselor	
Fantin, Kathy	Teacher, K-12	
Horne, Amanda	Teacher, K-12	
Keeton-Quinlin, Lisa	Teacher, K-12	
Kinsey, Jordan	Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	88	98	97	120	113	115	0	0	0	0	0	0	0	631
Attendance below 90 percent	0	28	14	22	19	12	0	0	0	0	0	0	0	95
One or more suspensions	0	6	7	6	17	16	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	19	33	8	22	10	0	0	0	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	30	31	0	0	0	0	0	0	0	61
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	5	1	8	11	0	0	0	0	0	0	0	27

**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	10	13	1	10	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

34

**Date this data was collected or last updated**

Monday 8/26/2019

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	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 with two or more early warning indicators:

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

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	50%	57%	45%	50%	55%
ELA Learning Gains	51%	54%	58%	52%	56%	57%
ELA Lowest 25th Percentile	49%	49%	53%	43%	47%	52%
Math Achievement	46%	57%	63%	50%	59%	61%
Math Learning Gains	46%	57%	62%	44%	54%	61%
Math Lowest 25th Percentile	40%	44%	51%	31%	42%	51%
Science Achievement	46%	45%	53%	40%	47%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	88 (0)	98 (0)	97 (0)	120 (0)	113 (0)	115 (0)	631 (0)
Attendance below 90 percent	0 (14)	28 (12)	14 (7)	22 (11)	19 (6)	12 (14)	95 (64)
One or more suspensions	0 (3)	6 (6)	7 (5)	6 (14)	17 (16)	16 (23)	52 (67)
Course failure in ELA or Math	0 (40)	19 (28)	33 (17)	8 (10)	22 (19)	10 (40)	92 (154)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (36)	30 (73)	31 (0)	61 (109)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	50%	-4%	58%	-12%
	2018	39%	48%	-9%	57%	-18%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	46%	49%	-3%	58%	-12%
	2018	46%	45%	1%	56%	-10%
Same Grade Comparison		0%				
Cohort Comparison		7%				
05	2019	45%	45%	0%	56%	-11%
	2018	41%	47%	-6%	55%	-14%
Same Grade Comparison		4%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	56%	-11%	62%	-17%
	2018	55%	61%	-6%	62%	-7%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	43%	60%	-17%	64%	-21%
	2018	51%	53%	-2%	62%	-11%
Same Grade Comparison		-8%				
Cohort Comparison		-12%				
05	2019	46%	49%	-3%	60%	-14%
	2018	33%	52%	-19%	61%	-28%
Same Grade Comparison		13%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	43%	3%	53%	-7%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison						

**Subgroup Data**

2019 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 2017-18	C & C 2017-18
SWD	26	26	26	29	36	37	31				

2019 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 2017-18	C & C Accel 2017-18
ELL	17			25							
BLK	25	39	50	22	35	39	24				
HSP	47	51	53	50	45	50	44				
MUL	60	60		73	70						
WHT	55	56	46	51	49	38	59				
FRL	41	48	51	41	41	39	37				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	100%

### Subgroup Data

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

As a whole, we improved in almost all areas with the exception of Math Proficiency losing 2% and Science losing 2%. Our strong focus on Reading attributed to a slight decline in each of these. This year, we are on track to show gains in not only Reading but Math and Science as well.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Focusing in on our sub-groups that missed the target- Students with Disabilities, ELL, and African American students continue to be an area of focus for us. All 3 of these sub-groups showed improvement. However, we continue to work to close the gaps reaching to the ESSA requirement 41% or better.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Achievement showed the greatest gap with 17% from the State Average. In addition, to focusing on reading, students have foundational skills gap like fluency that leads to a deficit in this area.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our lowest quartile in both ELA (+18%) and Math (+19%) showed the most improvement. Our focus on Foundational Skills and Skill Deficit through WIN (What I Need) groups to help students as individuals fill their gaps led to this improvement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

A continued area of concern is attendance. Getting students to school to learn is of the utmost importance.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Discipline/PBiS (continued from last year)
2. PLC including ELA (continued from last year)& Math (focused in on this year)
3. WIN Groups-Pull out & WIN Rotations (continued from last year)
4. Individual Student Goals for ELA, Math, Personal (continued from last year)
5. Improved Monitoring & Purposeful Placement according to Sub-Population Data

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Students need to be in attendance in order to learn and increase proficiency.
<b>State the measurable outcome the school plans to achieve</b>	Decrease the number of absences in 3rd, 4th and 5th grades by 2%.
<b>Person responsible for monitoring outcome</b>	LaDonna Perry (perryl@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	SARC Process
<b>Rationale for Evidence-based Strategy</b>	Pupil Progression Plan has a step by step process that includes meetings on the weekly, bi-weekly with students, parents, designated support staff, and school social worker.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Work through the SARC process.</li> <li>2. Continue check in/Check out system</li> <li>3. MTSS phone calls home</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#2</b>	
<b>Title</b>	Discipline
<b>Rationale</b>	Students need to be in attendance and behaving in order to learn and increase proficiency.
<b>State the measurable outcome the school plans to achieve</b>	Reduce overall incidents by 5%
<b>Person responsible for monitoring outcome</b>	Jon Million (millionj@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	PBiS
<b>Rationale for Evidence-based Strategy</b>	PBiS is a well-known strategy that includes school-wide positive reinforcement as well as discipline interventions.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Dean position continued to help with the implementation of the school-wide PBiS plan and discipline</li> <li>2. Year 3 of school-wide implementation of PBiS</li> <li>3. ISS Para Professional continued to help implement In-School Suspension as well as silent lunch alternative.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Jon Million (millionj@highlands.k12.fl.us)

<b>#3</b>	
<b>Title</b>	ELA
<b>Rationale</b>	While improvement took place in 2018-19, ELA proficiency, LG and LG of lowest 25% still need to show improvement.
<b>State the measurable outcome the school plans to achieve</b>	Increase ELA proficiency by 2%, increase ELA LG by 2%, increase ELA LC 25% by 2%.
<b>Person responsible for monitoring outcome</b>	Candis Dean (deanc@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Continue the implementation of Professional Learning Communities.
<b>Rationale for Evidence-based Strategy</b>	Based on last year's data, what we were doing with our implementation of PLCs worked, and we will be continuing.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will continue to receive Professional Learning Communities Professional Development during pre-school week</li> <li>2. Employ Professional Learning Communities during our common planning time x1 a week.</li> <li>3. During PLC time, teachers will work together to create a plan for ALL students' needs based on the work for MTSS purposes.</li> <li>4. A schedule and plan will be created to implement during Math/ Reading MTSS time.</li> <li>5. Regularly Scheduled Walk-throughs in classrooms together</li> </ol>
<b>Person Responsible</b>	Jennifer Simmons (simmonsj1@highlands.k12.fl.us)



<b>#4</b>	
<b>Title</b>	Math
<b>Rationale</b>	Over the last 3 years, Math proficiency decreased, however LG and LG of lowest 25% have increased.
<b>State the measurable outcome the school plans to achieve</b>	Increase Math proficiency by 4%, increase Math LG by 3%, increase Math LG 25% by 2%
<b>Person responsible for monitoring outcome</b>	Kathy Dehart (dehartk@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Continue the implementation of Professional Learning Communities.
<b>Rationale for Evidence-based Strategy</b>	Based on last year's data, what we were doing with our implementation of PLCs worked, and we will be continuing.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will continue to receive Professional Learning Communities Professional Development during pre-school week</li> <li>2. Employ Professional Learning Communities during our common planning time x1 a week.</li> <li>3. During PLC time, teachers will work together to create a plan for ALL students' needs based on the work for MTSS purposes.</li> <li>4. A schedule and plan will be created to implement during Math/ Reading MTSS time.</li> <li>5. Regularly Scheduled Walk-throughs in classrooms together</li> </ol>
<b>Person Responsible</b>	Kathy Dehart (dehartk@highlands.k12.fl.us)

<b>#5</b>	
<b>Title</b>	Science
<b>Rationale</b>	Science decreased by 2% from prior year.
<b>State the measurable outcome the school plans to achieve</b>	Increase Science proficiency by 4%.
<b>Person responsible for monitoring outcome</b>	Kathy Dehart (dehartk@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Continue the implementation of Professional Learning Communities.
<b>Rationale for Evidence-based Strategy</b>	Based on last year's data, what we were doing with our implementation of PLCs worked, and we will be continuing.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Faculty will continue to receive Professional Learning Communities Professional Development during pre-school week</li> <li>2. Employ Professional Learning Communities during our common planning time x1 a week.</li> <li>3. During PLC time, teachers will work together to create a plan for ALL students' needs based on the work for MTSS purposes.</li> <li>4. A schedule and plan will be created to implement during Math/ Reading MTSS time.</li> <li>5. Regularly Scheduled Walk-throughs in classrooms together</li> </ol>
<b>Person Responsible</b>	Kathy Dehart (dehartk@highlands.k12.fl.us)

<b>#6</b>	
<b>Title</b>	ESSA Subpopulations
<b>Rationale</b>	We have not met the required 41% minimum in the following sub categories- Black, ELL, & SWD.
<b>State the measurable outcome the school plans to achieve</b>	In 2019-20, via ESSA calculations, we will increase proficiency in sub-populations- Black, ELL, SWD by 4% in each. Black-33% to 37% ELL- 28% to 32% SWD- 30% to 34%
<b>Person responsible for monitoring outcome</b>	Candis Dean (deanc@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Continue the implementation of Professional Learning Communities.
<b>Rationale for Evidence-based Strategy</b>	Based on last year's data, what we were doing with our implementation of PLCs worked, and we will be continuing.
<b>Action Step</b>	
<b>Description</b>	1. Continued Weekly PLC meetings in K-5 2. Continue build out and monitoring of Foundational Skills in K-2 in ELA for mastery. 3. What I Need (WIN) Group amongst K-5 grade levels based on needs for power standards and foundational skills rotating every 5-7 days 4. Further discussion and data analysis through Monthly MTSS meetings for strategic planning.
<b>Person Responsible</b>	Tera Ming (mingt@highlands.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**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 Schoolwide Improvement Plan 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.**

LPE is celebrating it's 50th year and has added several additional activities to build relationships with all stakeholders. These activities include-  
Back to School Bingo Night  
Fall Fun Fest  
Veteran's Day Activities  
KISS- Kids Inviting Someone Special in lieu, of Moms and Muffins & Dads and Donuts

Ornament Decorating Night

Scorch-A-Thon, and several more, please see PFEP for additional information.

### **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 grade level meetings held during the year. Ripple Effects is another resource used for students that need social/emotional supports. Social skills groups and check-in/check-out with select staff for some students. Mentor/Mentee partnership with community members where lunch happens weekly to promote student's well being. Ripple Effects is used with students who have earned In School Suspension as an intervention to correct misbehavior.

### **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. Fifth Grade Orientation to Lake Placid Middle happens in April each year with students walking across the street for a half day experience. Senior Grad Walk and Fifth Grade Clap Out happen in May celebrating those Seniors graduating from LPH that once walked the halls of LPE and those 5th graders moving up to the middle school.

### **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 bi-weekly/monthly with the school psychologist, individual classroom teachers, and other staff. 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, 30% of our staff has been to AVID Summer Institute and incorporates AVID strategies that focus on students being prepared for college and career. Each Wednesday, LPE has College and Career Wednesday when Faculty, Staff and students are encouraged to show their college or career interests through shirts and costume. Additionally, when Seniors walk in May they carry posters showing the colleges they plan to attend in the fall.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Attendance	\$0.00
2	III.A.	Areas of Focus: Discipline	\$0.00
3	III.A.	Areas of Focus: ELA	\$0.00
4	III.A.	Areas of Focus: Math	\$0.00
5	III.A.	Areas of Focus: Science	\$0.00
6	III.A.	Areas of Focus: ESSA Subpopulations	\$0.00
<b>Total:</b>			<b>\$0.00</b>