

Pinellas County Schools

Highland Lakes Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	31
Budget to Support Goals	32

Highland Lakes Elementary School

1230 HIGHLANDS BLVD, Palm Harbor, FL 34684

<http://www.highland-es.pinellas.k12.fl.us>

Demographics

Principal: Eliza Defant

Start Date for this Principal: 6/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	32

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>41%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>30%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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.

To create a safe learning environment that fosters self-directed learning by providing quality and purposeful educational experiences.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Dillon, Donna	Principal	Budget, School Improvement, parent and other stakeholder relations, teacher observation and evaluation
Jessie, Jason	Assistant Principal	Curriculum and instruction, transportation, discipline, teacher observation and evaluation, testing
Barrett, Colby	Behavior Specialist	PBIS Coordinator, ESE Team Leader, Discipline
Sboukis, Vickey	School Counselor	504 Coordinator, Bullying prevention and reporting, student mental health
Mochamer, Ashton	Teacher, PreK	
Wightman, Mary	Teacher, K-12	
Allen, Sandie	Teacher, K-12	
Sikorski, Michelle	Teacher, K-12	
Siemon, Marge	Teacher, K-12	
Carballo-Kurek, Karen	Teacher, K-12	
Williamson, Margaret	Instructional Technology	

Demographic Information

Principal start date

Tuesday 6/22/2021, Eliza Defant

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

511

Identify the number of instructional staff who left the school during the 2020-21 school year.

28

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	0	74	80	68	96	59	0	0	0	0	0	0	0	377
Attendance below 90 percent	0	8	8	5	5	7	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	6	10	0	0	0	0	0	0	0	20
Course failure in Math	0	0	2	2	8	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	2	3	2	4	0	0	0	0	0	0	0	11

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	2	7	17	18	0	0	0	0	0	0	0	46

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 6/22/2021

2020-21 - 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	
Number of students enrolled	36	79	69	93	54	100	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	21	12	14	3	11	0	0	0	0	0	0	0	61
One or more suspensions	1	0	1	0	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	8	4	11	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	6	6	6	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	10	10	8	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	6	13	23	0	0	0	0	0	0	0	42

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	3	4	3	22	23	0	0	0	0	0	0	0	55

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	
Number of students enrolled	36	79	69	93	54	100	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	21	12	14	3	11	0	0	0	0	0	0	0	61
One or more suspensions	1	0	1	0	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	8	4	11	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	6	6	6	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	10	10	8	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	6	13	23	0	0	0	0	0	0	0	42

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	3	4	3	22	23	0	0	0	0	0	0	0	55

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	54%	57%	67%	50%	56%
ELA Learning Gains				62%	59%	58%	51%	47%	55%
ELA Lowest 25th Percentile				60%	54%	53%	27%	40%	48%
Math Achievement				70%	61%	63%	75%	61%	62%
Math Learning Gains				54%	61%	62%	62%	56%	59%
Math Lowest 25th Percentile				33%	48%	51%	44%	42%	47%
Science Achievement				59%	53%	53%	71%	57%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	72%	56%	16%	58%	14%
Cohort Comparison						
04	2021					
	2019	69%	56%	13%	58%	11%
Cohort Comparison		-72%				
05	2021					
	2019	58%	54%	4%	56%	2%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	62%	16%	62%	16%
Cohort Comparison						
04	2021					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-78%				
05	2021					
	2019	58%	60%	-2%	60%	-2%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	54%	8%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAP Testing; FSA for 3rd Grade ELA Spring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	69	71
	Economically Disadvantaged	64	65	64
	Students With Disabilities	42	28	42
	English Language Learners	60	40	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76	67	68
	Economically Disadvantaged	65	48	69
	Students With Disabilities	14	14	28
	English Language Learners	50	75	40

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	71	68
	Economically Disadvantaged	48	57	48
	Students With Disabilities	14	28	13
	English Language Learners	0 (1)	0 (1)	0 (1)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	51	59
	Economically Disadvantaged	56	37	55
	Students With Disabilities	43	14	38
	English Language Learners	0 (1)	0 (1)	0 (1)

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	70	66 (FSA)
	Economically Disadvantaged	69	61	69
	Students With Disabilities	8	17	17
	English Language Learners	71	71	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	60	
	Economically Disadvantaged	68	66	
	Students With Disabilities	8	25	
	English Language Learners	86	67	

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	64	70
	Economically Disadvantaged	48	56	58
	Students With Disabilities	25	25	20
	English Language Learners	50	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66	64	71
	Economically Disadvantaged	52	52	58
	Students With Disabilities	25	25	40
	English Language Learners	75	50	75

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	69	
	Economically Disadvantaged	59	56	
	Students With Disabilities	13	20	
	English Language Learners	33	33	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	69	63
	Economically Disadvantaged	56	62	56
	Students With Disabilities	13	20	13
	English Language Learners	33	33	33
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	71	86	79
	Economically Disadvantaged	65	81	70
	Students With Disabilities	29	45	46
	English Language Learners	33	66	50

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	50		46	33		28				
ELL	50			83							
ASN	70			100							
HSP	71	67		68	58		71				
MUL	75			70							
WHT	64	64	50	70	71	56	68				
FRL	60	71	60	60	68	50	60				
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
SWD	28	52	61	31	39	37	18				
ELL	50	58		57	58						
BLK	46			38							

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
HSP	65	64		72	52		80				
MUL	63	44		71	56		36				
WHT	68	64	72	71	56	29	61				
FRL	60	61	60	64	51	35	51				

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	24	38	39	32	36	31	18				
ELL	64			82							
ASN	83			100							
BLK	54			69							
HSP	71	63		82	84						
MUL	62	56		62	56						
WHT	66	50	34	74	61	48	76				
FRL	60	47	29	70	52	42	63				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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	63
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Deficit in proficiency numbers when comparing SWD and non-ESE peers.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on MAP data there is a greater discrepancy in ELA for SWD when compared to Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Data suggests that ESE students attending online did not perform as well as F2F. Online instruction did not provide as rich of an educational experience as push-in services. This barrier will be eliminated since all students will be returning brick and mortar.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

5th Grade Science scores dropped 12% in 2019. Diagnostic and SSA assessment indicated proficiency growth of 20%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Academic gaming with fidelity; Increased usage of Nearpod lessons resulting in better overall engagement. Power words were placed strategically across campus. Reviewed diagnostic plans for questions most missed to incorporate into reteach opportunities within future units. Scheduled district coaching to come in and observe, meet with teachers, give actionable feedback.

What strategies will need to be implemented in order to accelerate learning?

Continue strategies outlined in E as well as re-establishing science lab protocols and use.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Scheduling district science coach visits, monthly PLC focus. With new teachers and shift in grade level assignments, there will be a need to educate teachers on science lab lessons.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Administrators attend grade level PLCs and facilitate planning/collaboration. Targeted walk throughs to capture elements of 5 E's in science. Teachers and administrators attend science training offerings.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	With all students returning to campus, it is important that they know and can verbalize schoolwide and classroom expectations.
Measurable Outcome:	The PBIS Team will conduct planned walk-throughs utilizing the PBIS Checklist. 100% of students will be able to answer checklist items.
Monitoring:	PBIS team will meet bi-monthly to schedule walk throughs and review collected data.
Person responsible for monitoring outcome:	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy:	The PBIS team will monitor performance by regularly collecting and analyzing data to track progress.
Rationale for Evidence-based Strategy:	Performance monitoring can help identify whether key elements are being implemented as planned.

Action Steps to Implement

PBIS Team will meet with staff (pre-school) to outline/review schoolwide expectations, vision and mission.	
Person Responsible	Jason Jessie (jessiej@pcsb.org)
PBIS Team will schedule and conduct walk throughs using the PBIS Walkthrough tool to collect data.	
Person Responsible	Jason Jessie (jessiej@pcsb.org)
PBIS Team will disaggregate data to provide feedback to teachers regarding student knowledge of schoolwide expectations.	
Person Responsible	Jason Jessie (jessiej@pcsb.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Since B.E.S.T. Standards are new in K-2, we will strategically focus on K-2 instruction.

Measurable Outcome: 100% of teachers will successfully implement the K-2 B.E.S.T. Standards for ELA.

Monitoring: Scheduled walk throughs, using ELA Guide Sheets, targeting correct implementation of B.E.S.T. Standards instruction with timely and specific feedback.

Person responsible for monitoring outcome: Donna Dillon (dillondon@pcsb.org)

Evidence-based Strategy: Performance Monitoring

Rationale for Evidence-based Strategy: Performance monitoring to identify whether key elements of the B.E.S.T. strategies are being implemented as planned.

Action Steps to Implement

Ensure teachers have attended summer PD and/or pre-school.

Person Responsible Donna Dillon (dillondon@pcsb.org)

Increase teacher knowledge of the science of reading & evidence based practices (PLCs, teacher conferences).

Person Responsible Donna Dillon (dillondon@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to close gaps early.

Person Responsible Donna Dillon (dillondon@pcsb.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Mathematics MAP Data showed decline from Fall to Spring cycles.
Measurable Outcome:	During monthly PLCs, teachers will bring student mid/end of unit tests and pick 1-2 questions to go over as a grade level.
Monitoring:	Performance Matters, PLC notes
Person responsible for monitoring outcome:	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy:	Reviewing student work to identify commonalities in misconceptions, misuse of strategies, etc.
Rationale for Evidence-based Strategy:	Dips in data from Winter MAP to Spring FSA shows a need for additional work in PLCs

Action Steps to Implement

Communication will be sent out prior to upcoming PLCs regarding mid/end of unit tests to bring that week

Person Responsible Jason Jessie (jessiej@pcsb.org)

Review of 1-2 questions during each math PLC to show common misconceptions, present a-ha's regarding acceleration/remediation needs.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Based on information shared, teachers will game plan best strategies for remediating questions most commonly missed.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Follow up regarding missed items and ways teachers are monitoring to ensure students have mastered previously missed standards.

Person Responsible Jason Jessie (jessiej@pcsb.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based on data, Nature of Science will be primary area of focus.
Measurable Outcome:	Increase student proficiency in the area of Nature of Science using baseline test data in August and then a mid and end year.
Monitoring:	Assessment data and student work will be discussed/monitored during monthly PLCs.
Person responsible for monitoring outcome:	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy:	Support and utilize formal and informal assessment strategies that inform instruction in Nature of Science.
Rationale for Evidence-based Strategy:	Nature of Science shows as our weakest area across grade levels as measured by Cycle and Diagnostic data.

Action Steps to Implement

Identify proficiency levels (using 2021 Spring Cycle Data)

Person Responsible Jason Jessie (jessiej@pcsb.org)

Implement instructional strategies to increase conceptual development of key content.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Review of lesson plans and walk throughs to ensure Nature of Science instruction is embedded in science units.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Use question bank across grade levels and administer three times a year (Aug/Dec/Apr).

Person Responsible Jason Jessie (jessiej@pcsb.org)

Review results during PLCs to identify areas of weakness and embed review/remediation in planning.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Classrooms participate in Science trivia on announcements weekly with guess jar for each grade level to submit answers for end of week drawing/prize.

Person Responsible Jason Jessie (jessiej@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale: 2019 FSA results showed that SWD subgroup was below 41% (39%).

Measurable Outcome: Increase overall proficiency as measured by MAP to 45%.

Monitoring: Administrators will monitor the use of appropriate curriculum and supportive strategies to ensure that students needs are met.

Person responsible for monitoring outcome: Donna Dillon (dillondon@pcsb.org)

Evidence-based Strategy: Specially Designed Instruction/Evidence-based interventions

Rationale for Evidence-based Strategy: There is a need to match appropriate interventions with the identified needs of ESE students. Teachers will use assessments and will align them to skill deficit areas

Action Steps to Implement

Identify instructional needs of all ESE students based on IEP goals, assessment data.

Person Responsible Donna Dillon (dillondon@pcsb.org)

Match appropriate instruction/intervention to student

Person Responsible Donna Dillon (dillondon@pcsb.org)

Monitor for planning and implementation of targeted instruction/intervention

Person Responsible Donna Dillon (dillondon@pcsb.org)

Train teachers (ESE and Gen Ed as needed) on intervention strategies.

Person Responsible Donna Dillon (dillondon@pcsb.org)

#6. Other specifically relating to Attendance

Area of Focus Description and Rationale: Our yearly attendance was high, averaging 8% of the students missing 10% or more, this is attributed to putting many incentives/processes in place to ensure daily attendance.

Measurable Outcome: For the 2021/22 school year less than 6% of the student population will miss more than 10% of the school year this will be measured by daily attendance in FOCUS.

Monitoring: Teachers will record daily attendance in FOCUS and the Child Study Team will monitor it bi-weekly to address students who are chronically absent.

Person responsible for monitoring outcome: Donna Dillon (dillondon@pcsb.org)

Evidence-based Strategy: Performance monitoring

Rationale for Evidence-based Strategy: The Child Study Team will collect bi-monthly attendance data and analyze it to track chronically absent students. This will identify if the effectiveness of the individual interventions and class incentives that we put in place.

Action Steps to Implement

Teachers will put daily student attendance into FOCUS. If a student is absent 3 or more consecutive days or if there is a chronic pattern of absences, the teacher will reach out to the parent.

Person Responsible Donna Dillon (dillondon@pcsb.org)

The Child Study Team will look at attendance records bi-monthly and collaborate with teachers on students who are chronically absent.

Person Responsible Donna Dillon (dillondon@pcsb.org)

The Child Study Team will do incentives to increase class/grade level/school attendance if attendance starts to go below 5% of students missing more than 10% of the school year

Person Responsible Donna Dillon (dillondon@pcsb.org)

If individual students are chronically absent, an attendance contract, check in/check out system will be put in place to increase their attendance.

Person Responsible Donna Dillon (dillondon@pcsb.org)

#7. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale: Data from 2018 to 2019 showed a decrease in proficiency among our African American population. Our spring MAP data shows our African American population below 50% in primary grades in both ELA and Math.

Measurable Outcome: Proficiency levels of 50%+ for intermediate grades (FSA) and for primary grades MAP (Spring)

Monitoring: Monthly meetings with teachers specific to these targeted students reviewing data and setting/modifying goals. Data chats held bi-weekly in MTSS, as well as once monthly during PLCs.

Person responsible for monitoring outcome: Jason Jessie (jessiej@pcsb.org)

Evidence-based Strategy: Collect baseline data early and set short term goals at different intervals throughout the school year.

Rationale for Evidence-based Strategy: Identifying students where they are at early on and setting appropriate goals gives teachers a road map for success.

Action Steps to Implement

Work with teachers to identify students that did not score proficient from previous year (Spring MAP or FSA).

Person Responsible Jason Jessie (jessiej@pcsb.org)

Set a timeline of end of second week to have baseline data for these students.

Person Responsible Jason Jessie (jessiej@pcsb.org)

PLCs with teachers beginning of 3rd week to review data and goal set over the next 2-3 weeks. Continue process as needed.

Person Responsible Jason Jessie (jessiej@pcsb.org)

#8. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: Connection from school to home impacts student learning by cultivating and maintaining relationships with families, providing them with tools to assist their children in learning. This is an identified need based on school all students and families coming back brick and mortar.

Measurable Outcome: The Family Engagement Team will create a survey to measure impact of our efforts relative to the opportunities provided.

Monitoring: The team will monitor how many volunteers/mentors/families are engaged in school activities at least quarterly and look at data after each family event to determine its effectiveness.

Person responsible for monitoring outcome: Donna Dillon (dillondon@pcsb.org)

Evidence-based Strategy: The team will identify needs, plan for implementation, implement and then examine and reflect the results.

Rationale for Evidence-based Strategy: Greater disconnect between school and home last year so we want to welcome all students and families back and provide rich meaningful experiences for them to be involved. We will utilize our Family and Communities Liaison and our Family Engagement Team to develop and implement opportunities for families.

Action Steps to Implement

The Family Engagement Team will meet in Aug/Sept. and determine an engagement calendar as with family events listed well as opportunities for families, community members... to be involved through mentoring, volunteering...

Person Responsible Donna Dillon (dillondon@pcsb.org)

The Family/Community Liaison and the Principal will conduct a Volunteer/Mentor workshop in Aug/Sept. to increase the number of volunteer/mentor hours at school.

Person Responsible Donna Dillon (dillondon@pcsb.org)

The Team will meet at least quarterly to evaluate the effectiveness of the family events as well as look at the number of volunteer hours.

Person Responsible Donna Dillon (dillondon@pcsb.org)

#9. Other specifically relating to Equity

Area of Focus Description and Rationale: There is a need to build relational capacity, empower student voice and hold high expectations for all students, especially students of color, to ensure a system of change by providing on-going professional development and improving out equity-centered PLC's, SBLT and CST meetings.

Measurable Outcome: We will measure outcomes by the number of meetings and use of problem-solving tools and report the actions taken as a result of such discussions. We will measure long-term student outcomes by examining various data from Winter MAP, FSA and the School Profiles Dashboard.

Monitoring: We will monitor for the desired outcome based on staff surveys, problem-solving tools and an increase in student test scores as a result of teacher training and student empowerment.

Person responsible for monitoring outcome: Donna Dillon (dillondon@pcsb.org)

Evidence-based Strategy: Provide sustained on-going professional development and active learning in the area of Equity by improving leadership capacity to facilitate equity-centered problem solving and training. The Equity Champions will do a book study on the book, Being the Change.

Rationale for Evidence-based Strategy: These strategies and practices were identified during equity-centered conversations during SBLT/PLC meetings.

Action Steps to Implement

Instructional leaders and teachers will provide on-going staff development in the area of Equity during staff meetings and in grade level PLC's

Person Responsible Stephanie Bearkland (bearklands@pcsb.org)

Equity Champions will ensure teachers analyze on-going performance data using the Equity Centered Problem Solving worksheet to create action plans and next steps during PLC, SBLT and CST meetings so that behavior, academic and social-emotional needs of all students are being met.

Person Responsible Vickey Sboukis (sboukisiv@pcsb.org)

#10. Other specifically relating to School Climate/Conditions for Learning

Area of Focus
Description and Rationale: As students and staff all return to brick and mortar this year there is a need for social emotional learning that will create a positive impact on both students and staff, as well as, maintaining a nurturing learning atmosphere.

Measurable Outcome: To increase healthy relationships among students by 35% as measured by SEL survey (pre/post). Aspects of the survey will include Diversity and Inclusion, Critical Thinking, Communication, Problem Solving, Peer Relationships

Monitoring: The PBIS Team will disaggregate the data from the SEL survey and the School Counselor will center her guidance lessons around the lowest areas on the survey. Additionally, the PBIS Team will meet bimonthly to track data from the PBIS Walkthrough Tool and adjust plans, incentives, rewards, expectations accordingly. They will also use a check in/check out (CICO) system with students.

Person responsible for monitoring outcome: Vickey Sboukis (sboukisiv@pcsb.org)

Evidence-based Strategy: CICO allows for school staff member and student to collaborate on growth areas and incentives for meeting specific goals relative to those areas. There is a system in place for staff and students to check in daily and adjust the goals/incentives as necessary.

Rationale for Evidence-based Strategy: Since all staff and students will be returning to brick and mortar, there is an even greater need for an emphasis on social-emotional learning. To that end, we will be infusing a school wide theme of "Never Stop Growing" and utilizing evidenced based strategies including CICO.

Action Steps to Implement

Emphasize our new Schoolwide Behavior System (PAWS= Positive Action + Hard Work = Success) our Panther Paw Bucks, heavily review schoolwide expectations.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Identify students for our CICO program that partners staff with students to create goals and incentives relative to social emotional learning targets.

Person Responsible Vickey Sboukis (sboukisiv@pcsb.org)

Create and implement pre/post survey targeting specific aspects of SEL and disaggregate data by race, subgroups.

Person Responsible Jason Jessie (jessiej@pcsb.org)

#11. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Efforts to create a greater sense of pride with a program that embeds student empowerment and leadership.
Measurable Outcome:	Staff will begin teaching leadership to students, establish leadership culture and align achievement systems within the school
Monitoring:	Monitoring is embedded in the Leader in Me Program (will learn more at onboard training August 31st).
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Leader in Me
Rationale for Evidence-based Strategy:	The program helps every student engage and participate in the leadership culture at school.

Action Steps to Implement

Gain consensus (buy in) from staff	
Person Responsible	Donna Dillon (dillondon@pcsb.org)
Choose Lighthouse participants (will attend one day kickoff workshop)	
Person Responsible	Donna Dillon (dillondon@pcsb.org)
Lighthouse will share targeted implementation strategies with staff	
Person Responsible	Donna Dillon (dillondon@pcsb.org)
Entire staff attends two full day workshops during the year	
Person Responsible	Donna Dillon (dillondon@pcsb.org)

#12. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Based on FSA data from '20-21 we did not have an African American student achieve proficiency or make gains in mathematics. In '20-21 our African American students scored proficiently at 50% and 100% made gains in ELA.

Measurable Outcome: Our African American students will score at or above 50% proficiency in mathematics as measured by 2022 FSA.

Monitoring: Weekly PLCs, Performance Matters, Dreambox data, Mid and End of Unit tests

Person responsible for monitoring outcome: Jason Jessie (jessiej@pcsb.org)

Evidence-based Strategy: Weekly completion of ten Dreambox lessons

Rationale for Evidence-based Strategy: District has determined that ten Dreambox lessons per week is an effective way to accelerate student learning.

Action Steps to Implement

Beginning in week 2 (August 16th), students will be monitored for weekly Dreambox usage

Person Responsible Jason Jessie (jessiej@pcsb.org)

Check student lesson total Thursday morning and then alert teacher(s) as to how many students still need in order to meet weekly requirement.

Person Responsible Jason Jessie (jessiej@pcsb.org)

As needed, schedule time in the computer lab on Friday in order for students to meet the weekly requirement.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Meet monthly with students to track progress, celebrate successes, identify and remove barriers.

Person Responsible Jason Jessie (jessiej@pcsb.org)

#13. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

FSA data shows gap between our ESE and other demographics in proficiency level for both ELA and Math.

Measurable Outcome: Our ESE students will perform at 45% proficiency in both ELA and Math as measured by 2022 FSA.

Monitoring: Testing calendar, PM, "make-up" assessment folder

Person responsible for monitoring outcome:

Jason Jessie (jessiej@pcsb.org)

Evidence-based Strategy:

Adjusting how we administer make-up testing to our ESE students so that VE Resource can more consistently provide service to students daily.

Rationale for Evidence-based Strategy:

Typically our VE Resource is responsible for all accommodations provided to ESE students, primarily the oral presentation. If students do not finish at same time as the gen ed students then they are called upon to finish the testing at another time (pulling them from student service time).

Action Steps to Implement

Administraton will coordinate with classroom teacher, VE Resource and staff members responsible for providing make-up testing.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Select staff will be responsible for a grade level 3rd-5th. They will meet with administration to discuss plan, identify gaps, barriers and arrive at consensus plan.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Media Specialist or AP will track student progress on testing in PM. On Thursday/Friday grade level testing coordinator will pull those students into computer lab to test and provide necessary accommodations.

Person Responsible Margaret Williamson (williamsonm@pcsb.org)

For paper-based tests, ESE teachers will create a folder of make-up assesements for each student and place in testing coordinator's mailbox as necessary. Testing coordinator, aligning with their own scehdules will plan make up times to be completed within five days of receipt.

Person Responsible Jason Jessie (jessiej@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Highland Lakes was a non-reported school

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At the beginning of the year we will positively reintegrate our online students back to face to face learning. We will also discuss, model and practice our way of work for students and staff as we transition into more group work and increased social interactions. We will hold a Volunteer/Mentor Workshop to welcome back volunteers and mentors. We will include more Social Emotional Learning (SEL) into our environment. This will help ensure that students, families, community members... feel safe and respected in our environment. Highland Lakes Elementary has a Family Involvement Team that regularly meets and has attended Family Engagement workshops to work to embody a positive school culture. Last school year we started a Peer Mediation Group with our Intermediate-aged students to empower the student body and to resolve conflicts using Restorative Practices. Last year we also involved our stakeholders in changing our school's vision and mission to best meet the needs of our current school community. We will build upon the Highland Lakes Elementary National Honor Society and a SAVE Club that was established last year. The staff has had and will continue to have courageous conversations around Equity. The school has three Equity Champions who will deliver preschool training to the entire staff as well as Equity training at least quarterly in grade level PLC's. We will use the results from the survey that was conducted by our PBIS School Team to develop a more comprehensive PBIS plan that shifts discipline from punitive measures to positive and encouraging actions between students and staff, which will include a common reward system and periodic monitoring and feedback from PBIS team.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Assistant Principal- match the former online students with their new teacher so teachers can contact them in preschool and welcome them back to school
 Family/School Liaison and Principal- Conduct a Volunteer/Mentor workshop
 Family Engagement Team- decide on family engagement activities to hold throughout the year
 PTA and SAC- deciden on family engagement activities to hold throughout the year
 School Counselor-continue Peer Mediation

SAVE Club Sponsors- conduct SAVE Club meetings and events throughout the year
 National Honor Society Sponsors and Principal- conduct NHS meetings and events throughout the year
 Equity Champions- deliver training during preschool and quarterly throughout the year
 PBIS School Team - deliver and stress Tier 1 strategies across all facets of school day including periodic monitoring and feedback to teachers.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Other: Attendance				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$200.00
			<i>Notes: As per our goal, the Child Study Team provides incentives for students/classes/grade levels to improve attendance.</i>			
7	III.A.	Areas of Focus: Other: Bridging the Gap				\$0.00
8	III.A.	Areas of Focus: Other: Family and Community Engagement				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$150.00
			<i>Notes: The Family and Community Engagement Team will be planning several interactive/hands on curriculum related family events that will require the purchase of manipulatives, supplies...</i>			
9	III.A.	Areas of Focus: Other: Equity				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$900.00
			<i>Notes: The school will do a book study from the book entitled, Being the Change.</i>			
10	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$0.00
			<i>Notes: TDE for Lighthouse Members of Leader in Me Program</i>			
11	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
13	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$1,250.00