Lake Placid Elementary School

2021-22 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: 8/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (46%) 2017-18: D (40%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Highlands 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.

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Lake Placid Elementary School

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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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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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.

Follow the MAP:
Make Responsible Choices
Always be Respectful
Practice Safety

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
Dean, Candis	Principal	School leader of instruction, discipline, and day to day operations. Works with students, families, teachers, and support staff to provide safe and loving learning environment for all students.
Ming, Tera	Assistant Principal	School leader of instruction, discipline, and day to day operations. Works with students, families, teachers, and support staff to provide safe and loving learning environment for all students.
Dehart, Kathy	Instructional Coach	Leader of instruction focusing on Math and Science. Working with all teachers to promote safe and loving learning environment for all students.
Simmons, Jennifer	Instructional Coach	Leader of instruction focusing on ELA. Working with all teachers to promote safe and loving learning environment for all students.
Million, Vicki	School Counselor	Oversees faculty/staff and student well being as well as all aspects of ESE department
Bennett, Taylor	Other	Guides grade level with all initiatives and promotes safe and loving learning environment for all students.
Campbell, Linda	Other	Guides grade level with all initiatives and promotes safe and loving learning environment for all students.
Noel, Diane	Other	Guides grade level with all initiatives and promotes safe and loving learning environment for all students.
Whitney, Melinda	Other	Guides grade level with all initiatives and promotes safe and loving learning environment for all students.
Malone, Ashten	Other	Guides grade level with all initiatives and promotes safe and loving learning environment for all students.
Mizell, Amy	Other	Guides grade level with all initiatives and promotes safe and loving learning environment for all students.
Haas, Stephanie	Other	Supports administration, teachers, and students with the MTSS process.
Hulslander, Julie	Dean	Works with Faculty/Staff, students and families to ensure students safety and well being in the area of discipline so all students can learn.

Demographic Information

Principal start date

Saturday 8/28/2021, Courtney Floyd

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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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	84	126	76	82	97	109	0	0	0	0	0	0	0	574
Attendance below 90 percent	28	24	26	17	23	24	0	0	0	0	0	0	0	142
One or more suspensions	0	1	6	8	6	7	0	0	0	0	0	0	0	28
Course failure in ELA	1	10	2	0	1	7	0	0	0	0	0	0	0	21
Course failure in Math	1	4	0	0	4	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	23	27	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	26	35	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	39	46	0	0	0	0	0	0	0	95

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	2	19	0	0	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/23/2021

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	95	94	101	121	119	115	0	0	0	0	0	0	0	645
Attendance below 90 percent	15	15	16	21	11	9	0	0	0	0	0	0	0	87
One or more suspensions	3	3	7	13	7	19	0	0	0	0	0	0	0	52
Course failure in ELA	19	11	5	4	9	13	0	0	0	0	0	0	0	61
Course failure in Math	8	9	0	4	5	12	6	0	0	0	0	0	0	44
Level 1 on 2019 statewide ELA assessment	0	0	0	4	23	27	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	4	26	35	0	0	0	0	0	0	0	65
	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	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	8	0	3	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	1	1	2	4	5	0	0	0	0	0	0	0	13

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	95	94	101	121	119	115	0	0	0	0	0	0	0	645
Attendance below 90 percent	15	15	16	21	11	9	0	0	0	0	0	0	0	87
One or more suspensions	3	3	7	13	7	19	0	0	0	0	0	0	0	52
Course failure in ELA	19	11	5	4	9	13	0	0	0	0	0	0	0	61
Course failure in Math	8	9	0	4	5	12	6	0	0	0	0	0	0	44
Level 1 on 2019 statewide ELA assessment	0	0	0	4	23	27	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	4	26	35	0	0	0	0	0	0	0	65
	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	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	8	0	3	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	1	1	2	4	5	0	0	0	0	0	0	0	13

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				46%	50%	57%	44%	48%	56%
ELA Learning Gains				51%	54%	58%	49%	48%	55%
ELA Lowest 25th Percentile				49%	49%	53%	31%	40%	48%
Math Achievement				46%	57%	63%	48%	58%	62%
Math Learning Gains				46%	57%	62%	39%	50%	59%
Math Lowest 25th Percentile				40%	44%	51%	21%	35%	47%
Science Achievement				46%	45%	53%	48%	52%	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	46%	50%	-4%	58%	-12%
Cohort Comparison						
04	2021					
	2019	46%	49%	-3%	58%	-12%
Cohort Comparison		-46%				
05	2021					
	2019	45%	45%	0%	56%	-11%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	56%	-11%	62%	-17%
Cohort Comparison						
04	2021					
	2019	43%	60%	-17%	64%	-21%
Cohort Comparison		-45%				
05	2021					
	2019	46%	49%	-3%	60%	-14%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	43%	3%	53%	-7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-5 were progress monitored using i-Ready Diagnostic #1 for the Fall Progress Monitoring Period.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/38%		
	Economically Disadvantaged	32/40.5%		
	Students With Disabilities	5/26.3%		
	English Language Learners	2/16.7%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34/37.8%		
	Economically Disadvantaged	31/40.3%		
	Students With Disabilities	5/27.8%		
	English Language Learners	1/8.3%		

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37/44.6%		
	Economically Disadvantaged	28/42.4%		
	Students With Disabilities	7/35%		
	English Language Learners	3/37.5%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/26.5%		
	Economically Disadvantaged	17/25.8%		
	Students With Disabilities	5/25%		
	English Language Learners	0/0%		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/29.4%		
	Economically Disadvantaged	13/20.6%		
	Students With Disabilities	5/25%		
	English Language Learners	1/14.3%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/29.1%		
	Economically Disadvantaged	17/23%		
	Students With Disabilities	6/26.1%		
	English Language Learners	1/14.3%		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/35.4%		
	Economically Disadvantaged	27/35.5%		
	Students With Disabilities	5/20%		
	English Language Learners	2/28.6%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/18.8%		
	Economically Disadvantaged	12/16.2%		
	Students With Disabilities	3/13%		
	English Language Learners	0/0%		

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/31%		
	Economically Disadvantaged	26/28%		
	Students With Disabilities	8/26.7%		
	English Language Learners	1/20%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/21.2%		
	Economically Disadvantaged	19/20.4%		
	Students With Disabilities	6/20%		
	English Language Learners	1/20%		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	12	26	23	18	25	33	18				
ELL	19			14							
BLK	16	20		16	16	23	17				
HSP	24	26		25	23		35				
MUL	30			50							
WHT	43	44		49	24		49				
FRL	26	26	28	27	20	31	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
SWD	26	26	26	29	36	37	31				
ELL	17			25							
BLK	25	39	50	22	35	39	24				

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	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				

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	42
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

We consistently saw a decline across grade levels, subgroups, and core content areas from 2019 to 2021.

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

Based off progress monitoring and 2019 assessments, the greatest need for improvement are ELA, Math, and Science focusing on achievement, learning gains, lowest quartile, and subgroups.

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

There was a decline in student learning with many contributing factors. A rework of Professional Learning Communities to focus on Core Content and how core lessons are being taught.

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

n/a

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

n/a

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

95% Group Lessons will be implemented in all 1-5 classrooms to close reading gaps

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.

Based on the contributing factors the following are professional development that will be provided at all grade levels using 95% Group materials to help close reading gaps and CRI-PD with all 4th and 5th grade teachers.

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

Continued use of PLC implementation along with 95% Group materials as needed. Continued training of any new staff with CRI-PD and adding K-3 to the professional development of CRI-PD.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	There was a decline in ELA proficiency, Learning Gains, Lowest Quartile that need to show improvement in 2021-22.
Measurable Outcome:	Increase ELA proficiency by 11%, Increase ELA Learning Gains by 14%, increase ELA Lowest Quartile by 14%.
Monitoring:	Through the StockTake process, progress monitoring, and semi-weekly data based Professional Learning Communities goals will be assessed to determine improvement. Classroom Observations with feedback from Instructional Coaches and administration will be made a priority for all instructional staff.
Person responsible for monitoring outcome:	Jennifer Simmons (simmonsj1@highlands.k12.fl.us)
Evidence-based Strategy:	Continued work with Professional Learning Communities (DeFour Format) that will include a detailed agenda that includes goal setting and lesson examination based on weekly data of common assessments.
Rationale for Evidence-based Strategy:	Professional Learning Communities are an evidence based strategy and our fourth year of implementation. We continue to review and adjust to meet the needs of instructional staff and students.

Action Steps to Implement

Implementation of 95% Group Support during CORE Support time for ELA. Training provided by LCRT and District Reading Specialists for all teachers in grades 1-5

Person Responsible	Jennifer Simmons (simmonsj1@highlands.k12.fl.us)

CRI Professional Development provided for 4th and 5th grade teachers during first semester and implemented and observed across all content areas.

Person Responsible	Jennifer Simmons (simmonsj1@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	There was a decline in Math Proficiency, Learning Gains, Lowest Quartile that need to show improvement in 2021-22.
Measurable Outcome:	Increase Math proficiency by 8%, Increase Math Learning Gains by 22%, increase Math Lowest Quartile by 14%.
Monitoring:	Through the StockTake process, progress monitoring, and twice weekly data based Professional Learning Communities goals will be assessed to determine improvement. Classroom Observations with feedback from Instructional Coaches and administration will be made a priority for all instructional staff.
Person responsible for monitoring outcome:	Kathy Dehart (dehartk@highlands.k12.fl.us)
Evidence-based Strategy:	Continued work with Professional Learning Communities (DeFour Format) that will include a detailed agenda that includes goal setting and lesson examination based on weekly data of common assessments.
Rationale for Evidence-based Strategy:	Professional Learning Communities are an evidence based strategy and our fourth year of implementation. We continue to review and adjust to meet the needs of instructional staff and students.
Action Steps to Implement	

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Students need to be in attendance and behaving in order to learn and increase proficiency.
Measurable Outcome:	Reduce overall incidents by 5%
Monitoring:	The PBiS team will meet together monthly to plan positive reinforcement for students to be encouraged to make positive choices. Bi-weekly Discipline meetings that include the dean, guidance counselor, MTSS Coach, Assistant Principal, Principal, and School Resource Officer to discuss current issues or trends in specific student data.
Person responsible for monitoring outcome:	Julie Hulslander (hulslanj@highlands.k12.fl.us)
Evidence-based Strategy:	PBiS
Rationale for Evidence-based Strategy:	PBiS is a well-known strategy that includes school-wide positive reinforcement as well as discipline interventions. LPE has been a PBiS school for the last four years and continues to work to help students to make positive choices to promote a better learning environment for all.

Action Steps to Implement

Quarterly PBiS Celebrations based on number of positive daily reports received for each student and no referrals

Person Responsible	Scott Viens (vienss@highlands.k12.fl.us)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	In order to learn students must attend school regularly.
Measurable Outcome:	Student attendance will increase 5% from 79% in the 2020-21 school year to 84% of students will attend school 90% of their enrolled days for the school year in 2021-22.
Monitoring:	SARC process will happen biweekly with team coming together to meet with families that have 5 or more days missed in a 30 day time period. Team includes guidance counselor, school social worker, and Youth and Family Services.
Person responsible for monitoring outcome:	Vicki Million (millionv@highlands.k12.fl.us)
Evidence-based Strategy:	LPE will incorporate the use of AttendanceWorks.org which promotes positive engagement with families and students.
Rationale for Evidence-based Strategy:	Attendance Works has many resources to guide staff and families toward students being in attendance on a regular basis. Many materials are available in Spanish and English and hone in on absences really needing to be less than 10% of the time.

Action Steps to Implement

No action steps were entered for this area of focus

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	After being extremely limited with Family interactions during the 2020-21 school year due to COVID restrictions, it is evident through parent feedback, discipline data, and faculty/ administration conversations that we need to increase positive communication with our families to help facilitate better learning for our students.
Measurable Outcome:	All teachers will have 5 positive interactions/communications with each student/family in their class per semester in 2021-22.
Monitoring:	Each faculty member will receive a communication log to track their communications with each student's family. Communication Logs will be discussed and shared 2 times a nine weeks through PLCs and be easily located for Administration to view during classroom walk-throughs and visits.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Communication Logs will be provided for each Faculty member along with Professional Development provided by the MTSS Coach. The logs will be used to capture all communications for each student through out the year.
Rationale for Evidence-based Strategy:	By improving our communication with families, parents are more likely to support the needs of teachers and will improve a student's likely hood to come to school regularly in a mind frame to participate with a positive attitude ready to learn. Good communication is the foundation for developing other forms of family involvement in a student's educational success.

Action Steps to Implement

Provide Professional Develop during Pre-Week for Communication Logs and using Skyward Messenger to communicate with all families

Person Responsible	[no one identified]

During the first 10 days of school, each student will receive a positive phone call home.

Person Responsible	[no one identified]

Quarterly Parent Involvement Nights- Thursday, August 19th- Family Bingo Night

Person Responsible	[no one identified]

5 Postcards mailed home monthly by faculty to students & their families with positive reinforcement.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the 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.

In the 21-22 school year, we will continue to work to improve behavior with a specific focus on inappropriate behaviors and defiance. One way we will be addressing these behaviors is with the implementation of Restorative Practice. Three times a week, students will engage in Circle Time that focuses on SEL lessons to provide students with tools to cope with behaviors and issues that aren't necessarily taught at home.

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.

As we navigate our "new" normal, Lake Placid Elementary will continue to build a positive culture and environment for all stakeholders in a variety of ways.

In the first 10 days of school, each teacher made a positive phone call home to families. Beginning in September, each teacher will send home 5 postcards each month to students either encourage, motivate, inspire or give positive reinforcement.

We will continue to set our 9 weeks goals that are shared with families and celebrate goals met, grades, and attendance at the conclusion at each 9 weeks.

We will continue to utilize our school's social media account as well as Skyward to share with all stakeholders the great things happening at Lake Placid Elementary.

We are hopeful at the semester change that we can possibly make changes to our plan based on State and CDC guidelines.

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

Faculty & Staff will...
- encourage student growth and achievement through school wide recognition
- provide an environment that allows for positive and professional communication between the teacher, parent and student

- help each student grow to their fullest potential by modeling expected behavior
- maintain open lines of communication with the student's family
- work with parents to ensure each child's success at school
- provide a motivating learning experience for all students in all settings

Families will...
- provide a home environment that encourages my child to learn and accept new challenges
- support my child as they engage in purposeful practice at home
- show pride in my child's work by reviewing homework, all graded papers, and monitoring academic and personal goals
- commit that my child will attend school regularly and on time

Students will...
- believe that I can learn, will learn, and will welcome future challenges
- take pride in my school, my class and my work
- work with my teacher and parents to monitor my personal and academic goals
- show respect for myself, my parents, my school, my teacher, my classmates, and all school personnel
- attend school regularly, and on time, prepared with completed homework and supplies

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
		Total:	$0.00