

Seminole County Public Schools

Highlands Elementary School



2021-22 Schoolwide Improvement Plan

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Highlands Elementary School

1600 SHEPARD RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0331>

Demographics

Principal: Jodi Farbstein

Start Date for this Principal: 7/31/2017

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (58%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Seminole 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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<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0331>

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	No	60%
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		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.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. At Highlands Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners and leaders.

Provide the school's vision statement.

At Highlands Elementary, we believe in developing the whole child. To do this, our goal is to build an environment where our students can realize their potential in the areas of academics, the arts, athletics, and social-emotional development to become the leaders of tomorrow. As Highlands Huskies we believe: All children can be leaders, All children have genius, All children can create change, All children are in charge of their learning, All children have a voice.

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
Navarro, Robert	Principal	Manage day to day operations, SST member, MTSS Member, Resource Team Lead, Lighthouse Teams, Team Leader, PLCs, PD, Feedback
Dimperio, Paula	Instructional Coach	Coaching Teachers, MTSS, Resource Team, PLCs, PD, Small-group Inst., iReady Point of Contact
Zeiger, Janice	Assistant Principal	Manage day to day operations, SST member, MTSS Member, Resource Team Lead, Lighthouse Teams, Team Leader, PLCs, PD, Feedback

Demographic Information

Principal start date

Monday 7/31/2017, Jodi Farbstein

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.*

2

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

506

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

7

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

1

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	70	82	81	92	90	92	0	0	0	0	0	0	0	507
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	4	12	1	7	2	0	0	0	0	0	0	0	27
Course failure in Math	2	1	0	1	1	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	10	16	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	12	17	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	2	4	8	14	0	0	0	0	0	0	0	0	0	28

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	1	6	4	0	0	0	0	0	0	0	11

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	3	3	6	5	6	5	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/27/2021

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	108	124	130	133	116	131	0	0	0	0	0	0	0	742
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	4	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	1

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	3	8	4	7	7	4	0	0	0	0	0	0	0	33
Students retained two or more times	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	108	124	130	133	116	131	0	0	0	0	0	0	0	742
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	4	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	1

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	3	8	4	7	7	4	0	0	0	0	0	0	0	33	
Students retained two or more times	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				70%	67%	57%	71%	63%	56%
ELA Learning Gains				53%	61%	58%	56%	58%	55%
ELA Lowest 25th Percentile				40%	51%	53%	51%	47%	48%
Math Achievement				69%	70%	63%	74%	68%	62%
Math Learning Gains				55%	66%	62%	58%	62%	59%
Math Lowest 25th Percentile				41%	50%	51%	34%	46%	47%
Science Achievement				59%	62%	53%	60%	66%	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	76%	67%	9%	58%	18%
Cohort Comparison						
04	2021					
	2019	63%	65%	-2%	58%	5%
Cohort Comparison		-76%				
05	2021					
	2019	63%	64%	-1%	56%	7%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	71%	5%	62%	14%
Cohort Comparison						
04	2021					
	2019	76%	72%	4%	64%	12%
Cohort Comparison		-76%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	62%	-6%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32/38%	46/53%	61/69%
	Economically Disadvantaged	17/30%	23/42%	36/63%
	Students With Disabilities	5/28%	8/42%	6/27%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/31%	38/45%	58/67%
	Economically Disadvantaged	10/19%	19/35%	36/63%
	Students With Disabilities	4/25%	7/39%	9/43%
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/53%	56/66%	65/76%
	Economically Disadvantaged	25/50%	35/66%	43/78%
	Students With Disabilities	1/9%	3/27%	4/40%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/30%	47/55%	60/70%
	Economically Disadvantaged	13/26%	28/53%	36/65%
	Students With Disabilities	2/17%	2/18%	4/40%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/34%	40/43%	47/50%
	Economically Disadvantaged	17/29%	22/40%	25/44%
	Students With Disabilities	2/9%	1/5%	3/16%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/43%	54/59%	70/78%
	Economically Disadvantaged	21/37%	27/49%	36/68%
	Students With Disabilities	2/10%	3/16%	6/35%
	English Language Learners	0	0	0
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/55%	50/56%	56/62%
	Economically Disadvantaged	24/50%	25/50%	29/57%
	Students With Disabilities	6/29%	5/23%	4/17%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/34%	42/47%	49/54%
	Economically Disadvantaged	14/29%	20/40%	25/50%
	Students With Disabilities	4/20%	6/27%	6/27%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38/49%40/49%	42/51%	42/51%
	Economically Disadvantaged	25/47%	25/45%	26/46%
	Students With Disabilities	0	1/8%	1/8%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/44%	33/41%	40/49%
	Economically Disadvantaged	22/41%	18/33%	25/45%
	Students With Disabilities	2/18%	3/23%	3/23%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	21	23	20	27	38		10				
ELL	54	50		42	20						
ASN	90			80							
BLK	29			21							
HSP	51	54		43	13		42				
WHT	66	48		66	30		58				
FRL	55	42	27	45	18	31	48				
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	29	31	25	44	51	48	29				
ELL	77	67		68	60						
BLK	37	42		47	50						

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	70	53	35	66	51	38	54				
MUL	70			80							
WHT	74	56	44	74	56	43	66				
FRL	64	53	37	63	53	40	50				
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	33	45	42	30	31	17	12				
ELL	55			64							
BLK	46	48	46	59	46	31	44				
HSP	66	56	47	67	56	39	53				
WHT	78	59	59	81	63	31	70				
FRL	66	56	46	69	53	29	57				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	25
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	46
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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	44
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?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

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

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

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

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Robert Navarro (robert_navarro@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
 Low 30% Monitoring
 High Level 1 and High Level 2 Monitoring
 Low Level 3 Acceleration
 Collaborative Data Driven PLCs
 Tutoring
 See SCPS School Improvement Plan for additional details

Person Responsible Robert Navarro (robert_navarro@scps.k12.fl.us)

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.

Highlands employs Steven Covey's 8 Habits of Happy Healthy Kids and The Leader in Me program which include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand Then to be Understood, Synergize, Sharpen the Saw, and Find Your Voice. This promotes skills that will positively impact student behavior and help create an environment free of behavioral disruptions.

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.

Highlands Elementary is a community school established in 1996 and has been a part of the community ever since. The positive school culture could not be possible without the teachers, staff, families and our community coming together for the greater good of our students and always keeping their social/emotional and academic well being as our focus. Highlands utilizes Franklin Covey's 8 Habits to create a culture focused on engaging students in their own learning by providing multiple opportunities to lead. Highlands has been designated a Leader in Me Lighthouse School. The certification is evidence that Highlands has produced outstanding results in school and student outcomes, by implementing the 8 Habits with excellence. It is also because of the positive impact that the school students, staff, parents, and the greater community. Lighthouse certification by meeting the following criteria: 1. The principal, school administration and staff engage in ongoing learning and develop as leaders, while championing leadership for the school. 2. Leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles. 3. Families and the school partner together in learning about the 7 Habits and leadership principles through effective communication and mutual respect. 4. The school community is able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation. 5. Leadership is shared with students through a variety of leadership roles and student voice leads to innovations within the school. 6. Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills. 7. The school utilizes The 4 Disciplines of Execution process to identify and track progress toward the high priority goals of the school, classroom, and staff members. 8. Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They track progress toward goals in 9. Leadership Notebooks and share these notebooks with

adults in student-led conferences. 10. Teacher planning and reflection, trusting relationships, and student-led learning combine to create environments for highly engaged learning.

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

Highlands positive school culture and learning environment can be attributed to the following stakeholder groups: 1. Teachers, 2. Staff, 3. Students, 4. Families, 5. PTA, 6. SAC, 7. Lighthouse Team, 8. Student Lighthouse Team, 9. School Advisory Counsel, 10. Empower, 11. SCPS Board Members, 12. Business Partners, 13. Seminole State College, and the 14. University of Central Florida. The stakeholders work together to foster an environment where students are willing to take risks in their learning, be open minded to new experiences and people, and help facilitate the idea of being life long learners and leaders.