Lake Placid Elementary School

2022-23 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: 8/11/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (38%) 2018-19: C (46%) 2017-18: D (40%)
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	CSI
* 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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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)	**2021-22 Title I School**	**2021-22 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	60%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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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.

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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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Floyd, Courtney	Principal	The principal is held responsible for the school's academic performance and for the safety of students. They oversee and manage a school's performance, PLCs, stocktake teams, and curriculum.
Smith, Patricia	Administrative Support	To assist the principal on the school's academic performance and safety of students. To assist the principal in overseeing and managing the school's performance, PLCs, stocktake teams, and curriculum.
Million, Vicki	School Counselor	To ensure that students needs are met. To coordinate IEP and 504 meetings.
Mobley, Andrew	Dean	To ensure that students are safe. To head the PBIS team and support positive behavior choices.
Henley, Sherri	Teacher, K-12	The job responsibilities include ensuring that high quality instruction is being taught to all students and lead the grade level.
Fantin, Kathy	Teacher, K-12	The job responsibilities include ensuring that high quality instruction is being taught to all students and lead the grade level.
Cole , Kristine	Teacher, K-12	The job responsibilities include ensuring that high quality instruction is being taught to all students and lead the grade level.
Noel, Diane	Teacher, K-12	The job responsibilities include ensuring that high quality instruction is being taught to all students and lead the grade level.
Whitney, Melinda	Teacher, K-12	The job responsibilities include ensuring that high quality instruction is being taught to all students and lead the grade level.
Malone, Ashten	Teacher, K-12	The job responsibilities include ensuring that high quality instruction is being taught to all students and lead the grade level.
Dehart, Kathy	Instructional Coach	The instructional coach supports teachers and students. She will assist teachers in PLCs, planning, and data decisions.

Demographic Information

Principal start date
Thursday 8/11/2022, Courtney Floyd

Number of teachers with a 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

580

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	78	123	83	83	100	111	0	0	0	0	0	0	0	578
Attendance below 90 percent	26	32	17	22	18	46	0	0	0	0	0	0	0	161
One or more suspensions	0	4	3	5	9	14	0	0	0	0	0	0	0	35
Course failure in ELA	8	19	0	23	4	10	0	0	0	0	0	0	0	64
Course failure in Math	5	16	2	3	2	15	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	28	29	36	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	34	65	125	0	0	0	0	0	0	250
Number of students with a substantial reading deficiency	13	38	14	26	15	22	0	0	0	0	0	0	0	128

Using the table above, complete the table below with the number of students by current grade level who have 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	4	14	3	18	24	31	0	0	0	0	0	0	0	94

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	0	12	0	0	0	0	0	0	0	0	0	18
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

Thursday 8/11/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	47%	56%				46%	50%	57%
ELA Learning Gains	47%						51%	54%	58%
ELA Lowest 25th Percentile	38%						49%	49%	53%
Math Achievement	37%	44%	50%				46%	57%	63%
Math Learning Gains	34%						46%	57%	62%
Math Lowest 25th Percentile	29%						40%	44%	51%
Science Achievement	40%	52%	59%				46%	45%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	50%	-4%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	46%	49%	-3%	58%	-12%
Cohort Comparison		-46%				
05	2022					
	2019	45%	45%	0%	56%	-11%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	56%	-11%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	43%	60%	-17%	64%	-21%
Cohort Comparison		-45%				
05	2022					
	2019	46%	49%	-3%	60%	-14%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	43%	3%	53%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	19	8	20	26	29	7				
ELL	8	25		13	13						
BLK	25	31	36	21	18	17	14				
HSP	31	47	40	26	31	44	42				
WHT	52	52	36	49	40	27	49				
FRL	33	44	39	31	28	26	35				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When analyzing the school FSA data, one finding is that math gains and gains in the bottom 25% are low in all grade levels. This aligns with the math achievement of 37%. Subgroup data shows a need in African American students (33% proficiency), ELL students (28% proficiency) and Students with disabilities (30% proficiency).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in Core instruction in both ELA and math. Based off of proficiency data from the 2022 FSA assessment (ELA 40% and Math 37%) our Core instruction is not where it needs to be.

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

Due to loss of instructional staff, substitutes and/or non-ed trained staff were covering many classes. In addition, new teachers were hired in the middle of the school year. Coaching cycles were not in place to

support teachers who were struggling with instruction. Some actions that we are taking include working with the district to support new/substitute teachers as well as beginning the coaching cycles. We are also implementing a Core support to the regular Core instruction (30 minutes) to fill gap that many students have. Coaching cycles will be used to support struggling teachers. We have hired coaches from Amplify to assist additional teachers with their instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off of the 2022 FSA data, ELA achievement as well as ELA learning gains showed the most improvement. ELA proficiency was 40%; ELA gains was 47%.

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

PLC teams met twice weekly to review data and problem solve together. CRI-PD was attended by all 4th and 5th grade ELA teachers. There was additional WIN time that was designated to ELA support. Teachers used this time to support students in their phonics instruction.

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

In order to accelerate learning, we are revamping how stocktake teams work. This will allow all teachers to have a voice and be a member of the team. Teams of teachers will be reviewing data monthly (school level data as well as grade level data). Problem solving will occur during these times to develop solutions to continue to accelerate learning. PLC teams will meet twice weekly to plan, review, and remediate using student work samples and data. In addition, our district reading specialist as well as the Assistant Superintendent of Curriculum met with each of our grade level teams to develop an effective reading block to accelerate 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.

De-esclation training to ensure that students are able to remain in class.
CRI-PD training for teachers of 2nd and 3rd grade students.
District reading coach training for all ELA teachers.
Core Support in both reading and math.
Effective reading and math blocks.
Coaching Cycle
PLCs
Stocktake
Start Strong Coaching

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

Stocktake teams will continue as well as PLCs.
Coaching cycles will continue to be implemented.
Heggerty phonics instruction implemented in kindergarten; Vocabulary surge and novel unit studies implemented. Staff rosters and teacher placements will be reviewed. Teachers will be placed using previous VAM data.
Start Strong (Amplify support) will assist teachers in the PLC process.
After school high impact tutoring will be offered to specific students. These groups will utilize i-ready ELA and math curriculum. Groups will be intensive with only 3-4 students per group (To start in October, after FAST progress monitoring 1 occurs).

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in grades 3rd-5th had an achievement level of 40%. Based on this data, the core instruction is not healthy. Due to this, we will be incorporating twice weekly PLCs and coaching cycles. During PLC time, teachers will collaborate with their colleagues to create effective lesson plans. Teachers will bring back the data and discuss next steps at the following PLC. Coaching cycles will be used to support teachers who are new to the profession or are struggling to maintain and effective instructional block. Teachers working through the coaching cycle will have an additional planning time with the coach. Feedback will be given to these teachers after each lesson observation. Next steps will be determined on a weekly basis. Administration will meet weekly with the coach and conduct weekly walk throughs to check on the progress.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school goal will be to increase the achievement level of students in grades 3rd-5th to at least 45%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA stocktake team will review ELA data (by grade level and school) on a monthly basis. Twice weekly PLCs will review and discuss student assessments and achievement weekly. Core support from the district reading coach. Coaching cycles
Person responsible for monitoring outcome:	Courtney Floyd (floydc@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Effective reading block will be reviewed and discussed to ensure that Core, Tier 1 instruction is meeting the needs of all students.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Based on the overall achievement data, our core instruction is not healthy. We will be using 95% group materials to supplement phonics gaps. Coaching cycles will take place using our school LCRT as well as our school STEM coach.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLC's and Planning. All teachers (with coaches and admin) will meet twice weekly to plan an effective lesson. District support will collaborate with the teams to create an effective lesson plan template to guide the team. The team will discuss a specific date and time in which the lesson will be taught. Observations will be planned and scheduled to ensure follow through with the lesson instruction. During the PLC, the team will select a piece of student work to check for understanding. Teachers will bring back the student work samples to the next PLC. A data analysis will be conducted to determine next steps of instruction. Student data will be collected and reviewed weekly. Walk throughs will also be conducted weekly by coaches, admin, and district support. A checklist to ensure walk throughs are occurring is created and will be reviewed weekly.

Person Responsible   Courtney Floyd (floydc@highlands.k12.fl.us)

Action Step: Student-centered coaching. Based on 2021 FSA data, coaches will be assigned to specific classrooms. These teachers will plan an effective reading lesson with the coach (this is in addition to the lessons planned during PLCs). The coach will then model the lesson. The classroom teacher and admin will observe the coach modeling the lesson. Admin will point out specific "look-fors" during the lesson. The teacher, coach, and admin will debrief. The following week the teacher and the coach will plan. The teacher and the coach will then co-teach the lesson. They will follow up with a debrief. The following week the teacher and the coach will plan. The teacher will led the lesson. The teacher and the coach will debrief. It will then be determined if the coach needs to step back to co-teach, model, or have the teacher instruct. Admin will meet weekly with the coaches to discuss progress and determine next steps.

Person Responsible   Courtney Floyd (floydc@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in grades 3rd-5th had an achievement level of 37%. Based on this data, the core instruction is not healthy. Specifically, students in the bottom 25% are not showing learning gains (29% on the 2022 FSA assessment). Due to this, we will be incorporating twice weekly PLCs and coaching cycles. During PLC time, teachers will collaborate with their colleagues to create effective lesson plans. Teachers will bring back the data and discuss next steps at the following PLC. Coaching cycles will be used to support teachers who are new to the profession or are struggling to maintain and effective instructional block. Teachers working through the coaching cycle will have an additional planning time with the coach. Feedback will be given to these teachers after each lesson observation. Next steps will be determined on a weekly basis. Administration will meet weekly with the coach and conduct weekly walk throughs to check on the progress.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school goal will be to increase the achievement level of students in grades 3rd-5th to at least 45%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Math stocktake team will review Math data (by grade level and school) on a monthly basis. Twice weekly PLCs will review and discuss student assessments and achievement weekly. Core support from the district math coach. Coaching cycles
Person responsible for monitoring outcome:	Patricia Smith (smithp1@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Effective math block will be reviewed and discussed to ensure that Core, Tier 1, instruction is meeting the needs of all students.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Based on the overall achievement data, our core instruction is not healthy. Coaching cycles will take place using our school LCRT as well as our school STEM coach.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLC's and Planning. All teachers (with coaches and admin) will meet twice weekly to plan an effective lesson. District support will collaborate with the teams to create an effective lesson plan template to guide the team. The team will discuss a specific date and time in which the lesson will be taught. Observations will be planned and scheduled to ensure follow through with the lesson instruction. During the PLC, the team will select a piece of student work to check for understanding. Teachers will bring back the student work samples to the next PLC. A data analysis will be conducted to determine next steps of instruction. Student data will be collected and reviewed weekly. Walk throughs will also be conducted weekly by coaches, admin, and district support. A checklist to ensure walk throughs are occurring is created and will be reviewed weekly.

Person Responsible   Patricia Smith (smithp1@highlands.k12.fl.us)

Action Step: Student-centered coaching. Based on 2021 FSA data, coaches will be assigned to specific classrooms. These teachers will plan an effective reading lesson with the coach (this is in addition to the lessons planned during PLCs). The coach will then model the lesson. The classroom teacher and admin will observe the coach modeling the lesson. Admin will point out specific "look-fors" during the lesson. The teacher, coach, and admin will debrief. The following week the teacher and the coach will plan. The teacher and the coach will then co-teach the lesson. They will follow up with a debrief. The following week the teacher and the coach will plan. The teacher will led the lesson. The teacher and the coach will debrief. It will then be determined if the coach needs to step back to co-teach, model, or have the teacher instruct. Admin will meet weekly with the coaches to discuss progress and determine next steps.

Person Responsible   Patricia Smith (smithp1@highlands.k12.fl.us)

#3. Positive Culture and Environment specifically relating to School Environment	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Building relationships and effectively handling discipline will lead to students remaining in class receiving instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Discipline referrals will decrease 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Discipline stocktake team will review referral data (by grade level and school) on a monthly basis. Coaching cycles PBIS Dean support
Person responsible for monitoring outcome:	Andrew Mobley (mobleya@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS: positive behavior supports and de-esclation strategies will be used to ensure a positive learning environment for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	PBIS strategies/rewards

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A discipline stocktake team is created to review and discuss student discipline data. A team of teachers (one member from each grade level) will meet monthly to review and discuss discipline data. De-esclation training will be provided October 26, 2022 to assist teachers in successfully de-esclating situations with students. Monthly data will be reviewed and discussed and problem solving will take place. Positive recognition and rewards will be planned and implemented. School clubs/activities will be established to assist students in feeling a sense of community at the school (safety patrol, lead announcers, art club).

Person Responsible	Andrew Mobley (mobleya@highlands.k12.fl.us)

#4. ESSA Subgroup specifically relating to	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on ESSA data, 3 subgroups fell below the 41%. Black/African American students: 33% proficiency ELL students: 28% proficiency Students with disabilities: 30% proficiency. Due to this, we will be incorporating twice weekly PLCs and coaching cycles. During PLC time, teachers will collaborate with their colleagues to create effective lesson plans. Teachers will bring back the data and discuss next steps at the following PLC. Coaching cycles will be used to support teachers who are new to the profession or are struggling to maintain and effective instructional block. Teachers working through the coaching cycle will have an additional planning time with the coach. Feedback will be given to these teachers after each lesson observation. Next steps will be determined on a weekly basis. Administration will meet weekly with the coach and conduct weekly walk throughs to check on the progress.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All subgroups will preform at least at 41% proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Stocktake teams will review data (by grade level and school) on a monthly basis. Twice weekly PLCs will review and discuss student assessments and achievement weekly. Coaching cycles
Person responsible for monitoring outcome:	Courtney Floyd (floydc@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Effective tier 1 instruction will be reviewed and discussed to ensure that Core, Tier 1, instruction is meeting the needs of all students.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Based on the overall achievement data, our core instruction is not healthy. We will be using 95% group materials to supplement phonics gaps. Coaching cycles will take place using our school LCRT as well as our school STEM coach.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review and discuss the school wide achievement data from 2021-2022. Review and discuss PM1 for FAST data in grades K-5. Have teachers discuss what they notice and what they wonder based on the data. Teachers will meet in September at the completion of FAST assessment. Repeat this after PM2 to compare the data.

Person Responsible   Patricia Smith (smithp1@highlands.k12.fl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In grades K-2 our instructional focus relating to ELA will be to ensure that our core instruction is healthy. Based on 2021-2022 data, this is not the case.
K: Implementation of Heggerty phonics, Effective reading block plan (with district reading coach), PLCs weekly in ELA, weekly walk through by administration and coaches.
1: Effective reading block plan (with district reading coach) to ensure that instructional minutes are used with fidelity, PLCs weekly in ELA, weekly walk through by administration and coaches.
2: Effective reading block plan (with district reading coach) to ensure that instructional minutes are used with fidelity, PLCs twice weekly in ELA, departmentalization, weekly walk through by administration and coaches.
K-2: Stocktake teams will meet monthly to discuss progress monitoring data.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In grades 3-5 our instructional focus relating to ELA will be to ensure that our core instruction is healthy. Based on 2021-2022 data, this is not the case.
3: Effective reading block plan (with district reading coach) to ensure that instructional minutes are used with fidelity, LPE PLC template (Lesson internalization; formative check; student work analysis) twice weekly, weekly walk through by administration and coaches.
4: Effective reading block plan (with district reading coach) to ensure that instructional minutes are used with fidelity, B.E.S.T ELA novels, LPE PLC template (Lesson internalization; formative check; student work analysis) twice weekly, weekly walk through by administration and coaches.
5: Effective reading block plan (with district reading coach) to ensure that instructional minutes are used with fidelity, B.E.S.T. ELA novels: Island of the Blue Dolphins, City of Ember, Hidden Figures, Chasing Vermeer, The Watsons Go to Birmingham, LPE PLC template (Lesson internalization; formative check; student work analysis) twice weekly, weekly walk through by administration and coaches.
3-5: Stocktake teams will meet monthly to discuss progress monitoring data.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Kindergarten: The 2022-2023 goal is that 80% of students will master all letter names and sounds.
1st grade: The 2022-2023 goal is that 80% of students will meet or exceed benchmark on DIBELS-8 Nonsense Word Fluency - Words Recoded Correctly. In 2021-2022, 76% of students were low-risk or on-watch DIBELS-8 assessment.
2nd grade: 80% of students will meet or exceed benchmark composite scores on the Spring DIBELS-8 assessment.

Grades 3-5: Measureable Outcome(s)

3rd grade: The 2022-2023 goal is 45% of students will score proficiently (3 or higher) on the Spring FAST ELA assessment. In 2021-2022, 42% of students scored at or about the 50th percentile on Dibels-8 Assessment.
4th grade: The 2022-2023 goal is that 50% of students will score proficiently (3 or higher) on the Spring FAST ELA assessment. In the 2021-2022 school year, third graders scored 36% proficiency on the FSA.
5th grade: The 2022-2023 goal is that 50% of students will score proficiently (3 or better) on the Spring FAST test. In 2021-2022, 45% of 4th graders (now 5th graders) were proficient on the FSA.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress monitoring will occur each quarter. Individual student data will be reviewed by the classroom teacher, instructional coaches, support facilitation, and administration. Students progress will be discussed and next steps will be determined.

Weekly walk throughs will occur by administration and school instructional coaches.

District walk throughs will occur each semester by district administration and district level coaches.

Data will be reviewed weekly at PLCs and monthly at Stocktake meetings.

FAST data will be reviewed 3 times/year.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Floyd, Courtney, floydc@highlands.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

De-esclation training to ensure that students are able to remain in class.
CRI-PD training for teachers of 2nd and 3rd grade students.
District reading coach training for all ELA teachers.
Core Support in both reading and math.
Effective reading and math blocks.
Coaching Cycle
PLCs
Stocktake

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Based on 2021-2022 FSA data, our core is not healthy in math or ELA. Due to this, our focus is tier 1, core instruction in both math and ELA. The coaching cycle, PLCs and stocktake will support tier 1 instruction. De-esclation training will allow students to remain in class to ensure that all students are receiving instruction.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will use the effective lesson plan to teach tier 1 core instruction. Tina Starling will meet with all ELA teachers to review and discuss the components of the literacy block. Specific times and curriculum will be reviewed and discussed. Progress monitoring and assessment will be determined.	Floyd, Courtney, floydc@highlands.k12.fl.us
PLC's: Teachers will meet twice weekly to plan effective lessons. Teachers will review student data and discuss next steps to instruction based on the student data. Teachers will share effective practices and strategies with the team.	Simmons, Jennifer, simmonsj1@highlands.k12.fl.us
Stocktake: Teachers will meet monthly with their stocktake teams. These teams include: ELA, Math, ESSA , and PBIS. Each team will have at least one representative from each grade level. Data will be reviewed and discussed and well as the next step tracker.	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Positive school culture is of utmost importance. At LPE all staff members are important and we want them to feel valued, respected and heard. Staff events are included throughout the school year. Positive notes and recognition occur often. Prior to CLT meetings, each member shares something positive that has been happening at LPE. These notes are then shared with the staff. Special treats including the ice cream truck, egg hunts, dinners, etc. will take place. A sunshine committee is designed to recognize staff member birthdays and other important events.

Teachers and staff are coached side by side throughout the school year. Everyone is encouraged to reach out and ask for help. Everyone at LPE is learning together. Coaching cycles and mentors are put in place for any new teachers/staff on campus. Administration and coaches attend training with teachers and continue to work along side them. Mentors are assigned to new teachers at LPE. These are colleagues that they can reach out to if they have questions or concerns.

PTO and SAC are organizations that work with the school to provide community support. When meeting with these groups, student discipline data will be discussed. PTO and SAC will collaborate with the PBIS team as well as administration to provide events to recognize positive teacher and student behaviors. PTO will reach out to local community organizations to provide additional mentors to Lake Placid Elementary. These mentors will meet weekly with individual students to support and encourage them.

Due to the location of the Lake Placid schools, LPMS and LPHS collaborate with LPE. Students at LPE will attend the Homecoming Parade for LPHS. Throughout the year, the three schools will collaborate to provide events that involve all schools.

The PBIS team will collaborate and plan positive, fun events for students each nine weeks. These events will be attended by students who haven't received a referral. Some examples of events may include: a glow party, a special treat, or a park day. The PBIS team will meet on a monthly basis. During this time, the team will review current referral data and discuss ways to support students who are struggling with behavior. If the behaviors continue, the team will meet and discuss implementing tier 2 behavior strategies. During these monthly meetings, the team will collaborate and discuss ways to support teachers who are struggling with classroom management. Mr. Andrew Mobley, the dean at Lake Placid Elementary, will led the team. A representative from each grade level will also be a part of the team.

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

All stakeholders play an important role in the success of LPE. We collaborate with parents and the community to provide a positive school culture and image.