



# School Improvement Plan SY 2018-19

## HIGHLAND LAKES ELEMENTARY SCHOOL

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## Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Tijuana Baker	<b>SAC Chair:</b>	Emily Gleason
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The mission of Highland Lakes Elementary School is to create a safe and respectful learning environment which fosters self-directed learners. We will do this by accomplishing our School Improvement Plan goals and providing quality educational experiences in order to build a community of successful, life-long learners.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
568	20	24	81	39	404	0

<b>School Grade</b>	<b>2018:</b> B	<b>2017:</b> B	<b>2016:</b> B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	67	69	75	74	71	73						
Learning Gains All	51	63	62	62								
Learning Gains L25%	27	49	44	34								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Tijuana	Baker	FT	4-10 years
Equity Champion	Vickey	Sboukis	FT	1-3 years
ESE	Colby	Barrett	FT	4-10 years
ELL	Jason	Jessie	FT	4-10 years
Climate and Culture	Tijuana	Baker	FT	4-10 years
Wellness	Misty	Harmon	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>42</b>	<b>Total Support Staff:</b>	<b>21</b>	



## B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem-solving process.

**EXAMPLE THEORY OF ACTION:** If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

### 1. Priority 1: Conditions for learning

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning, then the percent of all L25 students making learning gains on ELA FSA will increase from 27 to 50.

### 2. Priority 2: Standards-based planning

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based planning, then the percent of all students Florida Reading Standards Proficiency will increase from 65 to 75.

### 3. Priority 3: Standards-based planning

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support formative assessment, then the percent of all students identified as L25 as determined by Florida Math Standards will increase from 44 to 55.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor and facilitate Instructional teams’ implementation of grade level standards to increase student FSA proficiency and learning gains	<ul style="list-style-type: none"> <li>Monthly collaborative meetings designed to increase grade level instructional teams members confidence and understanding of the MTSS Framework</li> </ul>	Principal	<ul style="list-style-type: none"> <li>David Tichenor, School Psychologist,</li> <li>Misty Harmon, Speech Language Pathologist</li> <li>Jason Jessie, Assistant Principal</li> <li>Vickey Sboukis, Guidance Counselor</li> <li>Grade Level Team Leaders: Amanda Dennis, Mary Wightman, Carol Dondero, Michelle Sikorski, Pam Grooms, Leslie Bemnowski, Colby Barrett</li> </ul>	Monthly on Thursdays during Grade Level Planning Time (See Master Schedule)	<ul style="list-style-type: none"> <li>Meeting Minutes using data driven protocol that aligns with MTSS Framework</li> <li>Teacher initiated requests/referrals to MTSS team with consistent accurate most current data points.</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitate s?	Who participates?	When does it occur?	Evidence that it is occurring
2.	Tier 3 Problem-solving Team	All Priorities	Supplementing Core Instruction	<ul style="list-style-type: none"> <li>MAP &amp; Unify</li> </ul>	Psychologist	SBLT	Weekly	<ul style="list-style-type: none"> <li>Weekly Meeting Minutes</li> </ul>
3.	Equity Team	All Priorities	Introduce and guide equity conversations around achievement and discipline disparities	<ul style="list-style-type: none"> <li>Privilege Walk</li> <li>Equity Bulletin shared monthly</li> </ul>	Vickey Sboukis, Ashley McGee	All Staff	Bi weekly	<ul style="list-style-type: none"> <li>Bi weekly meeting minutes</li> </ul>
4.	Child Study Team	All Priorities	Improve attendance to all students attending 90% of the time	<ul style="list-style-type: none"> <li>Daily automated calls,</li> <li>Require teachers to document parent contact</li> <li>Flyers sent home with all students in beginning of the year packets</li> <li>Attendance letters mailed once students misses 5 days</li> </ul>	Ashly McGee, Tijuana Baker	All Instructional Staff	Ongoing Bi-Weekly Child Study Team Meetings	<ul style="list-style-type: none"> <li>Child Study Team Minutes</li> <li>Problem Solving Worksheet completed Quarterly</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	<ul style="list-style-type: none"> <li>Shared school wide planning and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all team leads are familiar with all parts of SIP</li> <li>Student centered PLC facilitation</li> </ul>	Principal	Grade Level Team Leaders	Bi-Monthly	<ul style="list-style-type: none"> <li>Team Leader Minutes uploaded on Sharepoint Notebook</li> </ul>
7.	PBIS Team	All Priorities		<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>
8.	Family Engagement Team	Choose an item.		<ul style="list-style-type: none"> <li></li> </ul>		Principal, Family Community Liason,	Each Grading Period	<ul style="list-style-type: none"> <li>Meeting Minutes</li> </ul>



## Goals

### *Instructions*

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

**REFLECTION:** Review your data, and work through the problem-solving and gap analysis processes.

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

**MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

**PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.





## Conditions for Learning

### A. Climate and Culture

**DATA SOURCES TO REVIEW:**

**REFLECTION (4-Step Problem-Solving):**

1. Our current level of performance in school-wide behavior is 83 total referrals. We expect our performance level to be 55 total referrals by 2018-2019 School Profile data.
2. The problem/gap in behavior performance is occurring because staff is in the developing stages of restorative practice.
3. If ongoing training in restorative practice for the whole staff would occur, the problem would be reduced by 28 referrals, as evidenced by student profile data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing data monthly staff meetings, MTSS/Rtl meetings, PLC data chats.

**5. SMART GOAL:**

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of all students receiving referrals will decrease from 83 to 55 school profile data.

**6. STRATEGIES:**

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy

**7. ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Vickey Sboukis	• monthly
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Vickey Sboukis	• monthly
Develop school-wide roll-out and development plan of RP/SEL.	• Tijuana Baker	• monthly
Conduct learning opportunities.	• Tijuana Baker	• monthly
Monitor and support staff for implementation with fidelity.	• Tijuana Baker	• monthly
Review student and teacher data on weekly basis for trends and next steps.	• Tijuana Baker	• monthly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	• Tijuana Baker	• monthly



### 8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice	School-wide	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
School-based mental health training	School-wide	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Class Dojo Training	School-wide	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**B. Conditions for Learning: Attendance**

**REFLECTION (4-Step Problem-Solving):**

Our current attendance rate is 95.7%. We expect our performance level to be 98% by 180<sup>th</sup> day of school May 2019. The problem/gap in attendance is occurring because initial contact with families regarding attendance is not occurring as soon as it should or not at all.

If classroom teachers contacting families would [0.9% of 95.7%]

We will analyze and review our data for effective implementation of our strategies by twice a month during the Child Study Team meeting using school profile data.

**SMART GOAL:**

**EXAMPLE:** The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent [Choose an item.] [0.9% of 95.7%] [0.98%] Click or tap here to enter text. [0.95%] School Profile Attendance Data on the 180<sup>th</sup> day of school May 2019 [0.95%]

**STRATEGIES:** (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.  Choose an item.

**ACTION STEPS:** (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal, Tijuana Baker	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker, Ashley Mcgee	Monthly
Develop and implement attendance incentive programs and competitions.	Social Worker	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal	Twice per semester
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team Members Social Worker, Principal, Guidance Counselor, DMT	Bi-Weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team Members	Bi-Weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT, Social Worker	Daily

**MONITORING:**

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected

Improvement Priority(ies):      Priority 1              Priority 2              Priority 3

**PROFESSIONAL LEARNING:** (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Child Study Team Meetings	Child Study Team Social Worker, Principal, Guidance, DMT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 27%, as evidenced in FSA L25 Learning Gains.
2. We expect our performance level to be 50% by June 2019.
3. The problem/gap is occurring because Standards Based Planning and frequent formative assessments are occurring in a systematic manner.
4. If Standards based planning and frequent formative assessments would occur, the problem would be reduced by 23%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students identified as L25 making learning gains will increase from 27% to 50%, as measured by FSA.

**6. STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy
- Choose Strategy

**7. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Grade level teams will meet in weekly Collaborative Planning sessions using the Formative Assessment Data and the Lesson Planning Template provided by Teaching and Learning Department	Administration and Grade Level Team Leaders	Every Wednesday morning at 7:30am in the media center
Teacher provide opportunities for both explicit vocabulary instruction as well as opportunities for students to determine the meanings of words using the context of the text using a data driven systematic routine	Administration and Grade Level Team Leaders	Ongoing weekly
Bi-weekly assessments used with L25 for intermediate grades; reviewed with action steps based on performance	3 <sup>rd</sup> -5 <sup>th</sup> grade ELA teachers and administration	Bi-Weekly

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Learning Walks by Grade Level 1-2 time per semester	Whole instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly MTSS facilitation of Student Data Chats on the 4 <sup>th</sup> Thursday of every month	Whole instructional Staff by grade level	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 44, as evidenced in FSA Math L25 students making learning gains
2. We expect our performance level to be increase by 11%.
3. The problem/gap is occurring because capacity for aligning content, providing complex tasks, differentiation.
4. If staff capacity would occur, the problem would be reduced by planning for alignment, complex tasks and differentiation.

**5. SMART GOALS:**

The percent of all students identified as L25 in math will increase from to 44 to 55, as measured by FSA Math.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessments and Rich Mathematical Tasks	Administration and grade level teams	Planning done weekly (Wednesdays) with the starting point of one task per unit
Teachers implement daily Number Routines (Number Talks, High Yield Number Routines) at start of mathematics block to increase number sense and flexibility	Grade level teams, Math Cohort Leaders, administration	Daily with periodic monitoring/feedback from administration
Conduct regular PLCs inclusive of data chats to review student responses to tasks and plan for instruction based on data	Administration, Grade level teams	Weekly

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

<b>Professional Learning Description</b>	<b>Participants</b> (number and job titles)	<b>Priority Alignment</b>
Collaborative planning with a monthly focus on alignment of mathematical standards to assignments/assessments	Grade level teams K-5, VE Resource teachers, administration	<input checked="" type="checkbox"/> Priority 1, 2, 3
Number Talks and High Yield Strategies (as can make available at various times during the school year.	Grade level teams K-5, administration	<input checked="" type="checkbox"/> Priority 1, 2, 3
Math Collaborative Planning Hubs (held in the district)	Grade level teams and AP	<input checked="" type="checkbox"/> Priority 1, 2, 3



## C. Science Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71% Science Achievement, as evidenced in 2017/18 School Grade Report.
2. We expect our performance level to be 75% Science Achievement by 2018/19 School Grade Report.
3. The problem/gap is occurring because students are not engaged in rigorous extension science lessons beyond the science lab.
4. If rigorous science extension lessons would occur, the problem would be reduced by 4%.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving science proficiency will increase from 71% to 75% as measured by CAT Science Achievement as reported on the School Grade Report.

### 6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.  Choose an item.
- Choose Strategy
- Choose Strategy

### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will plan and collaborate during weekly during collaborative planning time to integrate rigorous science extension learning opportunities	Grade Level Team Leaders	Weekly
Administrators will monitor science classroom/ lab lessons/plans using district provided instructional support model tools.	Principal	Monthly

### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:** *Healthy School Action Plan*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 5 out of 7 modules Bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework..
2. We expect our performance level to be 7 out of 7modules eligible for silver by April 2019.
3. The problem/gap is occurring because Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards and All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards are partially in place.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for the silver national award recognition.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

Our school will be eligible in 7 out of 7modules for silver recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

Choose Strategy

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Maintain a School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student	Principal	August 2018
Attend district-supported professional development	Healthy School Team	August 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Update and maintain the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Maintain and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy Schools Team	complete by April 1, 2019

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3



**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3





# Subgroup Goals

## Subgroups

### A. Bridging the Gap with Equity for All: Black Students

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 40% , as evidenced in FSA ELA and MAP proficiency Data 2017/18.
2. We expect our performance level to be 60% by FSA ELA and MAP proficiency Data 2018/19.
3. The problem/gap is occurring because home school academic and social emotional connections are is weak and not deliberate.
4. If home and school connections occur, the problem would be reduced by 20%.

**5. SMART GOALS**

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students that are proficient in FSA ELA and Map will increase from 40% to 60%, as measured by FSA ELA and MAP proficiency Data 2018/19.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Student Achievement	<input type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Partner with families to monitor usage of digital resources that are provided beyond the school day. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Increased Academic Proficiency</li> </ul>
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li></li> </ul>

- 7. MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1     Priority 2     Priority 3

- 8. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Find a mentor for all 10 African American Students in Grades 3-5	Guidance/ Social Worker	Monthly
Make personal ELP calls to all 10 families for ELP extension or intervention	Assistant Principal	Twice per semester

- 9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. ESE (As appropriate, based on school data)**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem Solving):**

1. Our current level of performance is 20% ELA proficiency, as evidenced in FSA.
2. We expect our performance level to be 50% proficiency by June 2019.
3. The problem/gap is occurring because intentional planning to meet individual student need is not at fidelity.
4. If fidelity of intentional planning to meet student needs would occur, the problem would be reduced by 50%.

**5. SMART GOALS:**

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students achieving ELA proficiency will increase from 20% to 50% as measured by FSA.

6. **STRATEGIES:** Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffolds instruction to meet the needs of each student.

**1. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate wait time for students to apply their learning	ESE teachers and VE resource	Weekly
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	ESE teachers and VE resource	Weekly

**2. MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

**3. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC specific to data for ESE students to review student responses and plan for instruction accordingly	ESE teachers, VE resource, MTSS team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**C. ELL (As appropriate, based on school data)**

**DATA SOURCES TO REVIEW:** ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 16% Proficiency for intermediate students, as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 70% by 2019 FSA ELA.
3. The problem/gap is occurring because lack of rigorous instruction for all levels of students.
4. If purposeful planning for ELL students would occur, the problem would be reduced by 54%.

**5. SMART GOALS:**

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students achieving ELA proficiency will increase from 16% to 70% as measured by FSA.

**6. STRATEGIES:** Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffolds instruction to meet the needs of each student.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Conduct PLCs specific to ELL teachers inclusive of data to review student responses to tasks and plan for instruction accordingly	Administration	Monthly
Design lessons on a trajectory of difficulty with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs	ELL Teachers	Weekly
Intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate wait time for students to apply their learning	ELL Teachers	Weekly

**8. MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PLC specific to teachers that have ELL students	ELL Teachers and AP	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## E. Gifted (As appropriate, based on school data)

**DATA SOURCES TO REVIEW: FSA Data, MAP data**

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 77.5% of gifted students at Level 4 or above, as evidenced in FSA ELA 2017-2018 Score Results.
2. We expect our performance level to be at or above FL state average of 80.7% by May 2019.
3. The problem/gap is occurring because of the need for increased exposure to advanced texts and critical processing/analysis.
4. If increased experiences with rich text and Webb’s D-O-K Level 3-4 experiences would occur, the problem would be reduced by 3% or more.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of gifted students achieving ELA proficiency will increase from 77.5% to 80.7%, as measured by FSA.

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Choose Strategy

### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increased use of literature discussion, Socratic Seminar	Cathy Ell- Gifted Classroom	Weekly
Jr. Great Books	Cathy Ell- Gifted Classroom	Weekly

### 8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1  Priority 2  Priority 3

### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Work with gen. ed teachers to help them differentiate for gifted students.	Gen. ed teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>3<sup>rd</sup>-5<sup>th</sup> Grade FSA Parent Nights will be held by October 31<sup>st</sup></li> </ul>	All Instructional Staff	<ul style="list-style-type: none"> <li>By October 31, 2018</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Monthly Grade PreK-5 Newsletter highlighting upcoming unit and skills</li> </ul>	<ul style="list-style-type: none"> <li>All Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Hold one parent teacher conference with each family by January 18, 2019</li> </ul>	<ul style="list-style-type: none"> <li>All Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>By January 18, 2019</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Establish positive relationships beginning with the first encounter with Highland Lakes by providing excellent information and assistance upon enrollment.</li> <li>Tours of the school including parents and their new students will be provided as well as accompanying them to their classroom on the first day of school and introducing them to the teacher.</li> <li>Providing Meet the Teacher and Open House events annually to create positive relationships between the families and staff.</li> <li>Offering ongoing information through emails, student planners, flyers and phone calls.</li> <li>Encouraging parents and community partners to engage with our school through volunteer opportunities like The Great American Teach In and organizations including PTA and All Pro Dads.</li> <li>K-Kids, a Kiwanis Club service program begins this year. Students will have the opportunity to join and participate in community service projects.</li> </ul>	<ul style="list-style-type: none"> <li>Suzu Jones, Family Community Liaison</li> </ul>	<ul style="list-style-type: none"> <li>prior to the beginning of school and throughout the school year.</li> </ul>



### 5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
School Website, Marquee Training	Suzy Jones	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Emily	Gleason	White	Parent
Molly	Harp	White	Parent
Tijuana	Baker	Black	Principal
Jason	Jessie	White	Other Instructional Employee
Nuria	Kopp-Riera	Hispanic	Parent
Susan	Jones	White	Support Employee
Stephen	Jones	White	Parent
Leslie	Bembnowski	White	Teacher
Kristina	Garcia	White	Parent
Patty	Brown	White	Business/Community
Brett	Ciskowski	White	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

## SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes  No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date.  No



# Budget and Other Requirements

## BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

*Budgeted amounts are approximations.*

Budget Categories		Amount
<b>1.</b>	<b>Academic Support</b>	<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ [Insert amount for category]</b>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4.</b>	<b>Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6.</b>	<b>Other (<i>please list below</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]





# Budget and Other Requirements

<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		