

Pinellas County Schools

Highland Lakes Elementary School



2019-20 School Improvement Plan

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Highland Lakes Elementary School

1230 HIGHLANDS BLVD, Palm Harbor, FL 34684

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

Demographics

Principal: Tijuana Baker

Start Date for this Principal: 7/1/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Gehringer, Donna	Principal
Principal	
Jessie, Jason	Assistant Principal
Assistant Principal	
Sboukis, Vickey	Guidance Counselor
Guidance Counselor	
Barrett, Colby	Other
Other	
Harmon, Misty	Other
Other	
Niforatos, Demetra	Teacher, ESE
Teacher, ESE	
Allen, Sandie	Teacher, K-12
Teacher, K-12	
Dondero, Carol	Teacher, K-12
Teacher, K-12	
Siemon, Marge	Teacher, K-12
Teacher, K-12	
Sikorski, Michelle	Teacher, K-12
Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	97	73	104	98	102	0	0	0	0	0	0	0	555
Attendance below 90 percent	1	8	8	2	6	7	0	0	0	0	0	0	0	32
One or more suspensions	0	3	3	1	1	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	1	5	8	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	13	16	21	0	0	0	0	0	0	0	50

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	1	1	6	7	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	2	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Thursday 7/11/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	12	7	6	12	0	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	5	9	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	17	20	27	0	0	0	0	0	0	0	64

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	0	4	6	9	0	0	0	0	0	0	0	21

Part II: Needs Assessment/Analysis**School Data**

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	81 (0)	97 (0)	73 (0)	104 (0)	98 (0)	102 (0)	555 (0)
Attendance below 90 percent	1 ()	8 ()	8 ()	2 ()	6 ()	7 ()	32 (0)
One or more suspensions	0 ()	3 (0)	3 (0)	1 (0)	1 (0)	2 (0)	10 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	5 (0)	8 (0)	14 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	13 (0)	16 (0)	21 (0)	50 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	56%	16%	58%	14%
	2018	70%	53%	17%	57%	13%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	69%	56%	13%	58%	11%
	2018	59%	51%	8%	56%	3%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
05	2019	58%	54%	4%	56%	2%
	2018	68%	50%	18%	55%	13%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	62%	16%	62%	16%
	2018	74%	62%	12%	62%	12%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	72%	64%	8%	64%	8%
	2018	74%	62%	12%	62%	12%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
05	2019	58%	60%	-2%	60%	-2%
	2018	73%	61%	12%	61%	12%
Same Grade Comparison		-15%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	54%	8%	53%	9%
	2018	71%	57%	14%	55%	16%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	28	52	61	31	39	37	18				
ELL	50	58		57	58						
BLK	46			38							
HSP	65	64		72	52		80				
MUL	63	44		71	56		36				
WHT	68	64	72	71	56	29	61				
FRL	60	61	60	64	51	35	51				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	38	39	32	36	31	18				
ELL	64			82							
ASN	83			100							
BLK	54			69							
HSP	71	63		82	84						
MUL	62	56		62	56						
WHT	66	50	34	74	61	48	76				
FRL	60	47	29	70	52	42	63				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	93
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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
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	60
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Learning Gains for L25 mathematics. Pacing issues, lack of differentiation, especially in level 4/5 students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science proficiency. Pacing, lack of adjustment in instruction based on formative assessment, lab post test results.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Learning Gains for L25 mathematics. Increased scrutiny on ELA based on '18-19 performance, inconsistency in monitoring and feedback, differentiation of activities/assessments not aligned with academic level of each and every student; lack of goal setting and monitoring in 5th grade to assure student were being successful up to the level of the standards.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning Gains in ELA L25. Fidelity of bi-weekly, consistent exposure to text based activities in reading and writing, differentiation in small group and rigor of assigned tasks in literacy centers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failures in ELA and Math (we are seeing a high number of students with course failures, in some cases, multiple courses. It doesn't show up as prominent in the year end course failures, but it does during the individual nine week grading periods.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Math Learning Gains L25
2. ESE ELA Proficiency
3. Math Proficiency

4. Science Proficiency ESE
5. Science Proficiency (Overall)

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Health/Wellness
Rationale	Our current level of performance is having met 3 out of 6 modules for Silver, as evidenced by the Alliance for Healthier Generation, Healthy Schools Program Framework. We expect our performance level to be 5 out of 6 modules by April 2020.
State the measureable outcome the school plans to achieve	Our school will meet 100% criteria in 4 out of 6 modules, as evidenced by the Alliance for Healthier Generation, Healthy Schools Program Framework.
Person responsible for monitoring outcome	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy	Increase the ways our school partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities, such as mobile clinics, health screening and awareness fairs, and local school health related events.
Rationale for Evidence-based Strategy	Healthy schools provide opportunities to and adopt policies and practices that empower students to eat better, move more and feel their best.
Action Step	1. Meet with Healthy School Team (groundwork for Health Fair) 2. Develop a Theme 3. Set goals relating to how many community partners, staff, students, and family members to attend. 4. Reach out to partners that align with our theme or health and wellness topics with phone calls, emails, letters and/or in-person visits. Clearly communicate the benefits of them participating to secure their buy-in and support, and give them adequate notice. 5. Provide a mix of activities such as information booths, health screenings, hands-on activities and games, taste tests and physical activity demonstrations. The school cafeteria or another open space can serve as a healthy taste testing station. Get the school nutrition services staff involved by asking them to prepare samples for both parents and kids.
Description	
Person Responsible	Misty Harmon (harmonmis@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current level of performance is 69%, as evidenced in the number of students proficient on FSA. The discrepancy in performance between 3rd, 4th and 5th shows a need for sustained and purposeful feedback, ongoing teacher to teacher feedback and learning walks.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency in mathematics will increase from 69% to 73%, as measured by FSA.
Person responsible for monitoring outcome	Donna Gehringer (gehringerd@pcsb.org)
Evidence-based Strategy	Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc.
Rationale for Evidence-based Strategy	Discrepancy in learning proficiency/gains between grade levels signal a need for more purposeful feedback between grade level teachers including learning walks with debrief and vertical articulation through Math Cohort work.
Action Step	
Description	<ol style="list-style-type: none"> 1. Plan for structure of learning walks/vertical articulation with Math Cohort Teacher Leaders 2. Present plan/schedule during pre-school (grade level breakouts with Cohort) 3. Complete first round of learning walks before October 15th 4. PLC following learning walks focused on feedback between teachers and discussion of next steps 5. Continue cycle with monitoring every two months
Person Responsible	Donna Gehringer (gehringerd@pcsb.org)

#3**Title**

Attendance

Rationale

During the 2018/19 school year, nine percent of all students were absent 10% or more of the school year as measured in Performance Matters. 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 families are contacted when their child misses more than two consecutive days, the number of students missing more than 10% of the school year will decrease by 5% by May 2020.

State the measureable outcome the school plans to achieve

The percentage of all students absent 10% or more of the 2019-20 school year will decrease from 10% to 5% as measured in Performance Matters.

Person responsible for monitoring outcome

Donna Gehringer (gehringerd@pcsb.org)

Evidence-based Strategy

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

Rationale for Evidence-based Strategy

If the problem-solving process is given a laser focus and reviewed and accessed throughout the school year through the Child Study Team and the MTSS Team, the students who are the most chronically absent will be addressed in a timely manner to improve their attendance and thus improve our attendance rate.

Action Step**Description**

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.
2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
3. Develop and implement attendance incentive programs and competitions.
4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.
6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.
7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible

Donna Gehringer (gehringerd@pcsb.org)

#4	
Title	ELA
Rationale	Our current level of performance is 66%, as evidenced in the number of students proficient on FSA. The problem is occurring because the number of fourth and fifth grade students scoring in the proficient range has decreased. If more time would be spent on students reading and responding to grade level material, their level of proficiency would increase by 10% as measured by FSA.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 66% to 76%, as measured by FSA.
Person responsible for monitoring outcome	Donna Gehringer (gehringerd@pcsb.org)
Evidence-based Strategy	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.
Rationale for Evidence-based Strategy	Fifth grade ELA scores were 58% and fourth grade was 69%. Student exposure to grade level text with opportunities to respond in writing will increase their ability to perform at or above grade level.
Action Step	
Description	<ol style="list-style-type: none"> 1. In PLC's teachers will collaboratively plan for grade-level text instruction using question stems which will allow students to read and write appropriate grade-level text and apply foundational skills. 2. Teachers will give quality actionable feedback to students to increase rigor. 3. Teachers will intentionally plan for students to utilize the feedback across multiple pieces of text. 4. During PLC's teachers will share exemplar student work.
Person Responsible	Donna Gehringer (gehringerd@pcsb.org)

#5	
Title	Bridging the Gap
Rationale	Our current level of performance for African-American students is 55% as evidenced in ELA- MAP and FSA. The problem that is occurring because home school academic and social emotional connections and need to be strengthened and deliberate. If this would occur, our African-American students scores on ELA- MAP and FSA would increase by 10%.
State the measureable outcome the school plans to achieve	The percent of black students that are proficient in ELA- FSA and Map will increase from 55% to 65%, as measured by FSA ELA and MAP proficiency Data 2019/20.
Person responsible for monitoring outcome	Donna Gehringer (gehringerd@pcsb.org)
Evidence-based Strategy	Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Partner with families to monitor usage of digital resources that are provided beyond the school day.
Rationale for Evidence-based Strategy	By ensuring African-American students are in extended learning programs and are set up with digital resources to utilize at home, students will be spending more time on research-based ELA activities/skills.
Action Step	
Description	1. Find a mentor for all 12 African American Students in Grades 3-5 2. Make personal ELP calls to all 12 families for ELP extension or intervention 3. Provide digital resources to families and monitor usage
Person Responsible	Donna Gehringer (gehringerd@pcsb.org)

#6	
Title	Family and Community Engagement
Rationale	Participation in volunteering and attending family engagement events has decreased by 10% as evidenced by the district's volunteer log in system and event sign-in sheets. A survey needs to be created and disseminated to families to determine the barriers to participating in family events and volunteering at school.
State the measureable outcome the school plans to achieve	If the results of the survey are implemented, participation in family events and volunteering at the school will increase by 15% as evidenced by the district's volunteer log in system and event sign in sheets by May 2020.
Person responsible for monitoring outcome	Donna Gehringer (gehringerd@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their students' progress and school processes/practices. Provide academic tools to families in support of their students' achievement at home. Purposefully involve families with opportunities for them to advocate for their students Intentionally build positive relationships with families and community partners. Create and implement the strategies that are identified on the survey so barriers to volunteering and participating in family events are eliminated.
Rationale for Evidence-based Strategy	By asking for parent input and providing communication, tools and intentional family engagement events to help their children be more successful academically and/or socially, parents will be more involved in family events and volunteering.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a family survey to discover barriers to attending family events and volunteering. 2. The Family Involvement Team which includes the Family and Community Liaison meets quarterly to review volunteer hours and participation in family events. 3. The Family/Community Involvement Team attends the district's "Hooked on Engagement" seminar to find ways to increase parent participation at school. 4. Establish positive relationships beginning with the first encounter with Highland Lakes by providing excellent information and assistance upon enrollment. 5. 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.
Person Responsible	[no one identified]

#7	
Title	Conditions for Learning
Rationale	Our current level of performance in EWS shows 43% of students in grades 3-5 had at least one D/F in a course during the school year.
State the measureable outcome the school plans to achieve	Through the use of equitable grading practices, within a standards based grading system, we will reduce the percentage of 3rd-5th grade students receiving a D/F in a course to 20%.
Person responsible for monitoring outcome	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy	Equitable grading practices
Rationale for Evidence-based Strategy	Utilizing this system with fidelity will ensure that teachers can anticipate and predict student performance on both district and state testing. Students will have more confidence in their performance and ability to meet standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Collectively create a system for grading that is standards based while considering equity 2. Implement and monitor system 3. Debrief monthly to ensure consistency and fidelity of system 4. Run and provide report on baseball card showing our percentage of D/F relative to area/district 5. Utilize data and feedback to make changes as necessary
Person Responsible	Jason Jessie (jessiej@pcsb.org)

#8	
Title	Science
Rationale	Our current level of performance is 62%, as evidenced in the number of students proficient on FSA.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency in science will increase from 62% to 72%, as measured by FSA.
Person responsible for monitoring outcome	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
Rationale for Evidence-based Strategy	Previous diagnostic data shows a need for a more structured review and monitoring plan. Additionally, we have 4th grade cycle data that can be used currently/purposefully as opposed to 5th grade SSA data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide breakdown of 4th grade cycle data by student/class to 5th grade teachers 2. Develop timeline for 5th grade to provide instruction in areas of need (including chorus block) 3. Create and track spreadsheet of student success on 3rd/4th grade science benchmarks by teacher 4. Monitor and adjust areas as necessary through PLC and feedback 5. Utilize What's the Evidence to target specific deficits by student and as review prior to SSA
Person Responsible	Jason Jessie (jessiej@pcsb.org)

#9	
Title	ESSA Subgroup- ESE Science Proficiency
Rationale	Significant drop in ESE science proficiency (under 20% last two years)
State the measureable outcome the school plans to achieve	55% of our 5th grade ESE students will score proficient as measured on the Statewide Science Assessment.
Person responsible for monitoring outcome	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy	Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.
Rationale for Evidence-based Strategy	Commonly missed questions on cycle tests in previous grades suggests lack of foundation in vocabulary and our student's ability to apply to interpret vocabulary correctly in real life scientific scenarios.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct inventory of student vocabulary of 3rd/4th grade benchmarks 2. Create individual student plan based on results of inventory 3. Incorporate weak areas into weekly assignments for ESE students (chorus block) 4. Monitor and adjust bi-weekly 5. Create, update and monitor spreadsheet of ESE students and their success with identifying and applying the 60 Power vocabulary words.
Person Responsible	[no one identified]

#10	
Title	ESSA Subgroup - ESE Math Proficiency
Rationale	Our ESE subgroup proficiency in mathematics was 31% for the 2018-2019 school year.
State the measureable outcome the school plans to achieve	ESE students will be at 50% proficiency in mathematics as measured by FSA.
Person responsible for monitoring outcome	Jason Jessie (jessiej@pcsb.org)
Evidence-based Strategy	Provide feedback both in and outside the Marzano framework to all mathematics teachers a minimum of once very two weeks. Incorporate positive sticky notes, face to face meeting, and open-ended questioning.
Rationale for Evidence-based Strategy	Consistent monitoring and feedback will keep administrators and ESE teacher in contact regarding student results and progress towards the standards. Additionally, individual student planning sheet utilized to identify areas of need and how those were targeted weekly.
Action Step	
Description	<ol style="list-style-type: none"> 1. Meet with ESE teachers to go over way of work for '19-20 2. Introduce planning sheet for individual students 3. Meet within first two weeks to go over observation/feedback and check progress on student planning 4. Continue cycle bi-weekly 5. Potential for goal setting using MAP data as an additional measure
Person Responsible	Jason Jessie (jessiej@pcsb.org)

#11

Title ESSA Subgroup - ESE ELA Proficiency**Rationale** ESE ELA Proficiency decreased to 28%**State the measureable outcome the school plans to achieve**

55% of our ESE students will score at proficiency level in ELA as measured by FSA.

Person responsible for monitoring outcome

Jason Jessie (jessiej@pcsb.org)

Evidence-based Strategy

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.

Rationale for Evidence-based Strategy

ESE students scored considerably lower from a proficiency standpoint than their peers. Utilizing the same strategies and action steps will ensure that we are committed to providing our ESE students with the same work, expectations and level of rigor.

Action Step**Description**

1. In PLC's teachers will collaboratively plan for grade-level text instruction using question stems which will allow students to read and write appropriate grade-level text and apply foundational skills.
 2. Teachers will give quality actionable feedback to students to increase rigor.
 3. Teachers will intentionally plan for students to utilize the feedback across multiple pieces of text.
 4. During PLC's teachers will share exemplar student work.
- *VE Resource teachers will plan weekly with grade level in PLC

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget

1	III.A	Areas of Focus: Health/Wellness				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	1140		1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$0.00
			Notes: Teachers will obtain TDE's for PD afterschool and/or to observe in exemplar classrooms			
2	III.A	Areas of Focus: Mathematics				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	140-Substitute Teachers	1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$900.00
			Notes: TDE for training/teacher observation of examplar teachers both on and offsite			
3	III.A	Areas of Focus: Attendance				\$0.00
4	III.A	Areas of Focus: ELA				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	140-Substitute Teachers	1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$900.00
			Notes: TDE for training/observation of exemplar teachers both on or offsite.			
5	III.A	Areas of Focus: Bridging the Gap				\$0.00
6	III.A	Areas of Focus: Family and Community Engagement				\$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7000	300-Purchased Services	1781 - Highland Lakes Elementary Schl	School Improvement Funds		\$850.00
			Notes: For registration of staff to Hooked on Family Engagement Conference			
7	III.A	Areas of Focus: Conditions for Learning				\$0.00
8	III.A	Areas of Focus: Science				\$0.00
9	III.A	Areas of Focus: ESSA Subgroup- ESE Science Proficiency				\$0.00
10	III.A	Areas of Focus: ESSA Subgroup - ESE Math Proficiency				\$0.00
11	III.A	Areas of Focus: ESSA Subgroup - ESE ELA Proficiency				\$0.00
Total:						\$2,650.00