



# School Improvement Plan 2017-18

## Highland Lakes Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



# Vision and Direction

School Improvement Plan 2017-18

## 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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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4	4	15	5	72	

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> B	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	69	63	74	69	73	60						
Learning Gains All	63	53	62	55								
Learning Gains L25%	49	32	34	51								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tijuana	Baker	FT	4-10 years
Asst Principal	Jason	Jessie	FT	1-3 years
Teacher Leader	Leslie	Bembnowski	FT	11-20 years
Teacher Leader	Michelle	Sikorski	FT	11-20 years
Teacher Leader	Marge	Siemon	FT	11-20 years
Teacher Leader	Nicole	Conforti-Friedman	FT	1-3 years
Other	Colby	Barrett	FT	4-10 years

Other	Misty	Harmon	FT	1-3 years
Teacher Leader	Demi	Niforatos	FT	4-10 years
Teacher Leader	Amanda	Dennis	FT	11-20 years
Teacher Leader	Jennifer	Mogyordy	FT	4-10 years
Teacher Leader	Linda	Sarrell	FT	4-10 years
<b>Total Instructional Staff:</b>	7		<b>Total Support Staff:</b>	3



## School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

### School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Highland Lakes Elementary implements, with staff discussion and input, sound and practiced processes for arrival and dismissal and an adherence to district guidelines for safety drills, subsequent reports and necessary changes. Consistent presentation and visible posting of classroom behavior plan which includes, rules, positives, consequences and language detailing steps for severe behaviors which may require administration to deviate from the standard consequence progression. Go for the Green is a program utilized school wide to track student behavior during the day which is reported in the student agendas. A behavior log is utilized for students who are repeatedly earning yellows and reds on the daily behavior chart. This helps teachers to better communicate to students, parents and administrators what rules student(s) are having difficulty following and could also provide the “when” it is happening in order to determine distinguishable patterns.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Time will be scheduled and utilized during pre-school to go over expectations for posting of class behavior plan and subsequent conversation with students about how it works in their classroom. Additionally, administration will present a concrete and sequential order of steps that will be taken if/when a student is sent to the office. Administration will make their way around campus on the first day to observe teachers working through the classroom management plan with students. Feedback and next steps will be discussed with teachers as necessary. All teachers receive a behavioral resource folder that includes a level system for distinguishing between minor and major behaviors, Antecedent-Behavior-Consequence data collection forms, age appropriate think, reflect and refocus activities, passes to see the behavior specialist. The folder serves to provide consistency among all staff, students and parents. Data is recorded by behavior specialist and/or administration to determine integrity, fidelity and effectiveness of the intervention for individual students and our school. Students receive quarterly guidance lessons that are focused on character education. Additionally, opportunities for individual and small group counseling are available. Restorative practice is embraced at Highland Lakes. The focus behind restorative practice is to return students to their respective classrooms from either suspension or office visit in an upbeat and positive frame of mind that is

conducive to returning to and being successful in the learning environment. This work permeates through the building which requires training with staff on productive and non-threatening ways to both remove students from and welcoming students back to the classroom. Familiarizing, implementing and monitoring both the 6 Ms of Culturally Responsive Instruction (planning/doing) as well as the Education Equity Continuum (change in mindset).

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Develop a systematic approach to review discipline data and align practices by collecting and reviewing individual classroom management plans with teachers, plan for reviews of discipline data and provide to discipline committee members to share with team members, align tiered behavior supports through review with MTSS team and continually monitor to ensure that classroom management plans and enforcement of align with school wide goals. Highland Lakes will also maintain a consistent approach to implementing and training principles of restorative practice in every area of our building (classrooms, art, music, PE, cafeteria, etc.). Administration, along with behavior specialist and guidance counselor will design small term programs for students who have exhibited patterns of physical aggression and/or have been involved in a founded bullying investigation. Be consistent in language focusing on the Education Equity Continuum and holding all staff members accountable for open conversations, feedback and suggestions relative to.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Collect and review classroom management plans and monitor for teacher fidelity, establish and communicate progression of behaviors that would ultimately trigger an office referral and/or individual discipline card. Align tiered behavior supports through review of MTSS team. Establish and follow clear norms on restorative practice strategies to minimize time for students out of the classroom and also provide for the safe and productive return of the student therein.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

School Profile, teacher data conferences, formative assessments, anecdotes relative to student assignments, student grades and student work. Created schedule for LLI and hourly staff based on SAT 10 Total Reading data and end of year IStation ISIP data. ELP groups for primary reading and intermediate reading and math based on end of year SAT 10 and FSA data, as well as a math enrichment group for level 4/5 students. All ELP programs were created and began the week of August 21<sup>st</sup>. Meet bi-weekly with LLI teachers and ELP teachers to measure progress, develop strategies, determine intended outcomes.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Establishing school goals across subject areas that all teachers in our building can work towards and be accountable for is a necessary step towards ensuring high expectations and ownership thereof. Valuable and user-friendly professional development, either from within or through district, aligned with teacher deliberate practice plans to effectively match those goals with identified areas of weaknesses by teacher and administrator.

Periodic and planned collaboration between teacher and administrator to ensure that goals and actions in the DP are being followed and subsequent documented support towards achievement of the goals.

Administrator observations and feedback will center around student engagement in cognitively complex tasks, as well as student empowerment to demonstrate understanding. Review of lesson plans and classroom observations to ensure that the work being done by students is at the level of the standard(s) being taught, there is built in release of responsibility, feedback and multiple ways to assess student learning.

Planned periodic review of assignments to ensure alignment of standards and appropriate rigor. Administration accompanying teacher teams to district trainings so as to have a better understanding of what is being presented from the district and to establish buy-in among the staff taking the training and bringing it back to implement. Familiarizing, implementing and monitoring both the 6 Ms of Culturally Responsive Instruction (planning/doing) as well as the Education Equity Continuum (change in mindset).

All staff members have high expectations for students as demonstrated by high quality instruction that utilizes researched-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. Classroom walk-throughs and subsequent feedback will focus on teacher differentiation of core curriculum to address the needs of all learners and learning styles. Additionally, opportunities to focus on differentiation will be provided during monthly SIP team meetings and purposeful focus on differentiation during scheduled PLC and collaborative planning sessions.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
By Spring of 2018, students will consistently demonstrate behaviors that reflect a respectful, responsible and safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records and surveys. The desired outcome is a 20% reduction in discipline referrals and student suspensions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop and implement a comprehensive and school-wide behavior plan revision with a focus on restorative practice. Positive student recognition, cafeteria layout change, scheduled orientation for all student about school-wide and cafeteria expectations, increased conflict resolution strategies, and well-defined procedures and expectations for all student behavior. The discipline committee members will engage in a book study: Better Than Sticks or Carrots by Smith, Fisher, and Frey. Team members will collaborate to develop and implement a comprehensive school-wide behavior plan that focuses on rapport building, clearly defined expectations, and restorative practice strategies. Implementation of the Comprehensive School Counseling Program which will provide preventative and responsive services in the areas of academic, career, personal/social and multicultural/global citizenship development in collaboration with school staff, families and our multicultural community.	Tijuana Baker Vickey Sboukis
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Highland Lakes Elementary will reduce the discipline/OSS gap between Black and Non-Black students from 0.96 to 0.75 utilizing restorative practice methods.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue the developed re-integration process for all Black students returning from OSS with a focus on goal setting and relationship building. Re-integration process focuses on the following areas: -Inclusive	Tijuana Baker

-Impartial -Fair	
<b>Optional Goal:</b>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Efforts to align instruction will include consistent check of lesson plans, regular administrator attendance at PLCs and school-wide established collaborative planning time in order to have the temperature of what is going on across subject area and grade level as it pertains to standards based instruction and academic rigor. Scheduled meetings with teachers/grade level teams to bring, review, discuss and provide feedback in regards to assignments and student work. Utilizing the planning domain of the Marzano model to accurately collect data relevant to student initiative and autonomy as part of their learning process.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Math proficiency in first grade, ELA and Math proficiencies in 5<sup>th</sup> grade, lowest 35% in ELA and Math across all grades, disparities in results between Non-Black/Black, Non-ELL/ELL, Non-ESE/ESE. SAT 10 and FSA data used to determine areas for improvement.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Grade levels develop interim assessments, formative assessments and utilize SLAGS, pre and post tests, student journals, student assignments.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Data discussions in weekly MTSS meetings, PMPs, use of LLI and ELP programs, enrichment opportunities in mathematics, art and music. School Messenger is used weekly to update parents about upcoming events and pertinent dates. Students in 5<sup>th</sup> grade are provided opportunities to take online class work towards sixth grade placement. Area middle schools offer scheduled visits for students zoned to or placed through specific program of study.

### Standards-Based Instruction / Key Goals and Strategies

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase and improve the use of formative assessments in order to answer with a level of accuracy who got it, how do we know they got it, what is being done for those that didn't get it? That got it?	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration creates a system for monitoring the development and use of different formative assessments and provides feedback relative to.	Classroom Teachers Administration
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Scheduled collaborative planning for grade level teams, resource teachers and administrative staff. This effort will provide a common time for all grade levels to work in close proximity to one another, holds all teachers of a grade level accountable for contributing to planning for instruction, formative assessments and providing resources, and directly involves administration in that process.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Grade level team leaders submit a pre and post relative to the weekly meetings that gives the focus for upcoming meeting and what was accomplished. With this information, administration can use this information during walk-throughs and observations to see if what is being planned together is being carried out consistently.	Team Leaders Administration
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Teachers will identify 3-5 indicators relevant to content that they expect administration to see prior to an informal and 6-8 during a formal.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Collected during pre-conference (either written/email submission prior to informal or during face to face prior to formal.	Classroom Teachers Administration



## Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvanceED climate survey that supports your plan to improve professionalism, collegiality and trust.

AdvanceED climate survey (Q# 33; 80%) A professional learning program is designed to build capacity among all professional and support staff members (Standard 3.11). We have included a 45 minute weekly timeslot on Wednesday mornings (7:30 – 8:15) for teams to collaboratively plan in the media center.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers have weekly PLC meetings on Thursdays during common block time. New this year is a set 45 minutes every Wednesday morning for grade level teams to collaboratively plan (with support staff).

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

A consistent goal in teacher deliberate practice was identifying critical content. Teachers were able to better recognize and utilize strategies for identifying critical content as evidenced by a high number of marks in the effective and above range on teacher evaluations. A next step would be ensuring that the critical content and plans/assignments attached are at the appropriate level of rigor with the standards.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Collaborative Planning Sessions	Weekly- Wednesday 7:30am	PreK-5 <sup>th</sup>	Increased Rigor and Instructional Practices
ELA Embedded Coaching Model	Monthly-1 <sup>st</sup> Monday	Classroom Teachers/Peer ELA Coaches	Increased Rigor and Instructional Practices
Instructional Rounds	Fall/Spring	Instructional Staff	Increase Content Knowledge
Grade Level PLC's	Weekly- Thursday During Block	Instructional Staff	Increased Rigor and Instructional Practices
Math/ELA/Science Just In Time Coaching	Ongoing	Classroom Teachers	Increase Content Knowledge



**Family and Community Engagement**

Connections:

District Strategic Plan ●Goals 1,3,6,7  
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED



climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Reaching out to connect with families to build a positive relationship will begin before the first day of school. Each classroom will have printed information to give to the families that attend the “Meet the Teacher” event the day before school begins. The information will include volunteer opportunities, adopt and/or sponsor a classroom, PTA, All Pro Dads, Great American Teach In and mentoring. There will be a sign in sheets used to track participation and to get contact information that will be used to further connect with families.

Monthly newsletters are sent to all registered school volunteers and members of the PTA to connect and inform families of upcoming school events and opportunities to get involved with our school.

Highland Lakes Elementary will continue to develop and improve the relationship with the Highland Lakes Homeowners Association that surrounds our school. Workshops and programs will be offered to both families and the community.

Highland Lakes will strive to be more familiar with and to schedule family and engagement events that incorporate the four C’s (cognition, connections, capabilities and confidence). We will do this by communicating with schools regarding successes that they have had with these programs and brainstorming at the school level what we can create and promote.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Highland Lakes Elementary provides information and opportunities to increase student achievement to families and the community through various methods including opportunities to meet and speak with teachers, workshops and parent organizations. Meet the Teacher, Open House and Parent/Teacher conferences connect teachers and families in order to provide information to help students achieve the best results possible.

Additionally, we will schedule various opportunities in the evening for families com learn new tips or tools for supporting their children at home, practice new skills/strategies and share knowledge about their child with teachers.

### **Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

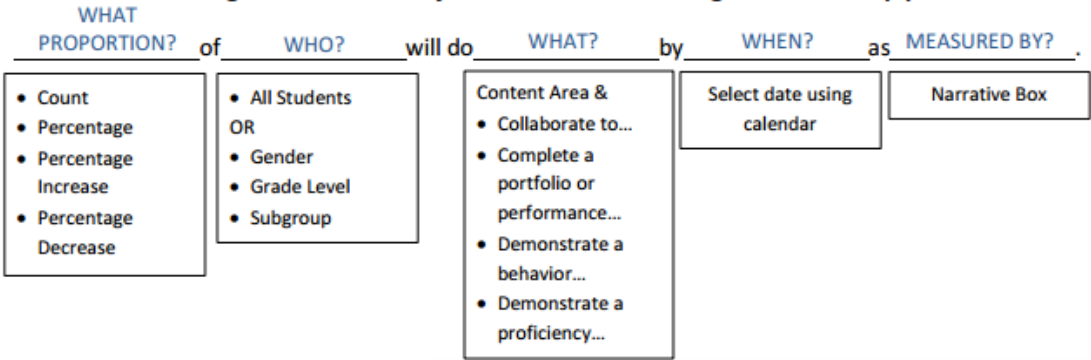
### Family Engagement / Key Goals and Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Increase the number of family members as registered volunteers in order to personally involve them in ways that benefit Highland Lakes Elementary and its students through mentoring, assisting teachers and students and providing support to the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
To continue to provide information to families before school begins and throughout the year with bulletin boards, flyers, information packages, emails and phone calls. Engaging families in the beginning of the school year, before new relationships have been established and continuing to develop these relationships will improve family involvement and positively impact the students.	Susan Jones
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Continue to improve the new relationship with the Highland Lakes Community Homeowners Association to increase the number of volunteers and mentors and to provide new programs and learning opportunities for our students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Invite the Highland Lakes Community Association to our school events, musical programs, and art shows. Our school and students will give back to the community through entertainment and service to show appreciation for the help and services provided by the volunteers, mentors and benefactors.	Susan Jones
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Michelle Sikorski
Increase student proficiency of all K-5 students by 5% in Florida Reading Standards as measured by MAP and Florida Standards Assessment scores. In doing so, Highland Lakes would increase student proficiency to 75% on ELA FSA.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<p>Grade level teams will meet in weekly Collaborative planning sessions with the support of the ELA embedded Reading Coach to review LAFS and create both formal and informal assessments to check for student understanding of the goal and utilize that data to modify instruction.</p> <p>Teachers incorporate a wide-variety of instructional opportunities for students to grapple with complex text, but also to integrate, apply, and strengthen their foundational skills.</p> <p>Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II words) as well as opportunities for students to determine the meanings of words using the context of the text.</p> <p>Teachers will utilize Jan Richardson's Guided Reading Routine and conferring to meet the unique needs of their students.</p>	<p>Walkthrough data</p> <p>Lesson Plans</p> <p>MAPS Data</p> <p>Observation and Feedback</p>
<b>ELA / Reading Goal</b>	
Increase student learning gains on FSA ELA to 50%.	
Grade level teams will meet in weekly Collaborative planning sessions with the support of the ELA embedded Reading Coach to review LAFS and create both formal and informal	<p>Walkthrough data</p> <p>Lesson Plans</p> <p>MAPS Data</p>

<p>assessments to check for student understanding of the goal and utilize that data to modify instruction.</p> <p>Utilize data to modify instruction and provide students with targeted actionable feedback related to growth toward the standards.</p>	<p>Observation and Feedback</p>
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<b>Mathematics Goal</b>		<b>Goal Manager: Leslie Bembnowski</b>	
<p>Students will increase their proficiency performance by 5% in Math on MAP and the state FSA. In doing so, Highland Lakes would increase student proficiency to 79% as measured by FSA.</p>			
<b>Actions / Activities in Support of Math Goal</b>		<b>Evidence to Measure Success</b>	
<p>Teachers will attend district and/or school-offered Collaborative Planning Hubs . Collaboratively, teachers will work to make informed decisions about curricular materials, and build understanding of what aligned materials look like.</p> <p>School-wide students will progress to a 75% Curriculum completion in ST Math by the administration of Math FSA. Teachers will gauge their students' level of completion and plan for student improvement if necessary.</p>		<p>Formative Assessments MAPS Assessments</p> <p>Monthly school-wide data check</p> <p>Teachers will develop a plan for tracking weekly progress.</p>	
<p>Teachers will administer mathematics unit assessments in Unify to analyze the data by standard for their class and across the grade level.</p>		<p>Unify Assessment</p>	
<p>Daily use of Number Talks and/or High Yield Number Strategies to be used across grade levels.</p>		<p>Observations to check for fidelity, teacher feedback in conferences</p>	
<b>Mathematics Goal</b>		<b>Goal Manager: Leslie Bembnowski</b>	
<p>Students will increase their overall learning gains as measured by FSA to 50%.</p>			
<p>Teachers will attend district and/or school-offered Collaborative Planning Hubs . Collaboratively, teachers will work to make informed decisions about curricular materials, and build understanding of what aligned materials look like.</p> <p>School-wide students will progress to a 75% Curriculum completion in ST Math by the administration of Math FSA. Teachers will gauge their students' level of completion and plan for student improvement if necessary.</p>			

<b>Science Goal</b>		<b>Goal Manager: Marge Siemon</b>	
<p>Students will increase their proficiency by 5% in Science as measured by MAP and SSA. As a result, students in 5<sup>th</sup> grade will score at 80% proficiency as measured by SSA.</p>			
<b>Actions / Activities in Support of Science Goal</b>		<b>Evidence to Measure Success</b>	

Follow established routine of 10-70-20 instructional model Consistent use of SLAGS	Formative Assessments from SLAGS
Develop support plans for teachers not exhibiting routine practice of the 10-70-20 instructional model and provide support from school based mentors.  Pre-assessment be completed at the end of the SLAG and the post assessment quiz completed on Unify for teachers to identify needs and trends in data.  Use data from the end of unit assessment quizzes that can be taken on Unify), science lab data and diagnostic data to identify key vocabulary to be used during the vocabulary academic gaming weeks built into timelines.	Administrative Walkthrough Notes from Collaborative Planning Hubs

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Healthy School Goal	<b>Goal Manager:</b> Misty Harmon
To become eligible for the Silver Level National Award through the Alliance for a Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
In 2016-2017, Highland Lakes Elementary received the Bronze Level Award from the Alliance for a Healthier Generation.  For 2017-2018, Highland Lakes Elementary Healthy School Team will update the Healthy School Program On-line Assessment and determine items to improve by October 1, 2017.  For 2017-2018, Highland Lakes Elementary Healthy School Team will develop a Healthy School Action Plan by November 1, 2017.  For 2017-2018, Highland Lakes Elementary Healthy School Team will implement the Healthy School Action Plan from November 1, 2017 through May 24, 2018.  For 2017-2018, Highland Lakes Elementary Healthy School Team will apply for the Silver Level National Award by April 1, 2018.	By February 1, 2018, the Healthy School Team will update the school's Healthy School Program On-line Assessment to document improvement/achievement to become eligible for the Silver Level National Award.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Jason Jessie

Teachers will incorporate Science, Technology, Engineering, and Mathematics concepts into the school day.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers utilize coding resources in computer lab and classroom settings.	Complete 75% of site levels by May
Students conduct research and present findings on a real world problem or topic.	Student findings/reports

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Jason Jessie</b>
Highland Lakes will increase student proficiency to 75% in ELA; 79% in math as measured by FSA and to 80% as measured by SSA.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
2.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.	Rubric used from Bridging the Gap to effectively observe, monitor and provide feedback ELA and Math FSA
2.3 Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans to increase the percentage of proficient students.	Rubric used from Bridging the Gap to effectively observe, monitor and provide feedback ELA and Math FSA
2.9 Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	MAPS and ELA/Math FSA

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager: Jason Jessie</b>
Highland Lakes will increase student proficiency to 75% in ELA; 79% in math as measured by FSA and to 80% as measured by SSA.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
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Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns, language forms, etc.	
ELLs participate in multiple and meaningful structured activities and tasks that require interaction with others and the use of increasingly complex language.	

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
Highland Lakes will increase student proficiency to 75% in ELA; 79% in math as measured by FSA and to 80% as measured by SSA.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule making adjustments to accommodations and interventions accordingly.	MAP FSA/SSA
Deliberate scheduling of meetings monthly with special educator and case manager to discuss progress towards IEP goals and next steps, intended outcomes.	Administrator Classroom Teacher VE Resource

<b>Subgroup Goal (Lowest 35%)</b>	<b>Goal Manager: Jason Jessie</b>
<b>Enter Goal Name</b>	
Increase percentage of students making learning gains to 55% in ELA and Mathematics as measured by FSA.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Identify low 35% for every classroom for teachers (pre-school) Identify low 35% by grade level on student progress board Monitor progress of low 35% weekly in MTSS meetings and provide strategies/feedback to teachers	Formative Assessments I Station (bi-weekly) Map and Cycle Tests

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)				5	20			25	12
Students with excessive absences / below 90 %	5	6	6	8	11			36	6
Students with excessive behavior / discipline**	1	4	5	1	5			16	2
Students with excessive course failures**	0	11	7	9	12			39	7
Students exhibiting two or more Early Warning indicators	0	2	2	0	8			12	2

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
<b>Decrease the number of students with chronic absences (more than 10%) as measured through Focus data, School Profile and Child Study Team minutes.</b>	
	<b>Evidence to Measure Success</b>
Classroom teachers initiate contact with families as outlined By the Child Study Team Schoolwide Attendance Plan	Focus and School Profile Attendance Reports



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**EWS - Discipline**

<b>Discipline Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Decrease the number of students with discipline referrals by 20% by end of school year as measured by Focus data, School Profile.	
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>
School-wide practice regarding progression of discipline in classroom, as well as, when students are sent to office.	Portal and School Profile
Use of Restorative Practice strategies and relationship building techniques to reduce the number of repeated discipline for the same student(s).	Portal and School Profile

<b>Discipline Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Specify	
Reduce the number of students with multiple referrals by 25% as measured by School Profile	
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>
Use of Restorative Practice strategies and relationship building techniques to reduce the number of repeated discipline for the same student(s).	Portal and School Profile

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Data collected from previous year and current assessments, as well as a tiered process for alerting MTSS team of potential academic and behavioral support needs.
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<b>Early Intervention / Extended Learning Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Students in Early Intervention and Extended Learning programs will show a consistent increase in performance as measured by bi-weekly formative assessments, MAPS and FSA/SSA.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Students are properly identified and proactively placed in LLI and ELP programs with a start date as prescribed by the district.	Formative Assessment MAPS FSA
Students in LLI and ELP are monitored bi-weekly, including data chats with teachers of those programs.	Formative Assessment MAPS FSA

## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>		Complete and update only as data become available.	
# of Instructional Employees (total number)	46	% with advanced degrees	22.5
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	14
% certified in-field**	100	% with 6-14 years of experience	7
% ESOL endorsed	62.5	% with 15 or more years of experience	25

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Highland Lakes Elementary works to create a climate that is supportive of all stakeholders, students, staff, communities, and families. We build teacher capacity for instruction and leadership. We work to build positive collegial relationships among all staff through encouragement of one another, support and continued recognition. We strive to maintain high levels of morale and work to extinguish negative situations before they arise. Transparent communication and shared leadership have attracted and retained highly qualified instructional staff. Highland Lakes Principal will coordinate and collaborate with the Pinellas Alliance of Black School Educators (PABSE) to recruit black and Hispanic applicants locally and abroad for future openings.

### SAC Membership

SAC Member/First Name			
Tijuana	Baker	Black	Principal
Emily	Gleason	White	Parent
Nuria	Kopp-Riera	Hispanic	Parent
Kristina	Garcia	White	Parent
Alexis	Fredere	White	Business/Community
Tom	Yeinst	White	Business/Community
David	First	White	Support Employee
Leslie	Bembnowski	White	Teacher
Jennifer	Ochoa-Rowland	Hispanic	Support Employee
Julie	Holliwell	White	Parent

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Tijuana Baker
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Please state the days / intervals that your team meets below.

Thursdays (30-45 minutes varies between am/pm)

 **Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

Approved TDEs related to SIP goals, teacher conferences, curriculum materials relevant to SIP. Allocated SIP Budget for 2017/18 is \$2741.13 which will be used for TDE, teacher conferences, curriculum materials upon SAC approval.