

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Highlands Elementary School**

### **School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## School Information

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### **Provide the school's mission statement**

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

### **Provide the school's vision statement**

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

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

The School Advisory Committee will be provided a copy of last year's School Improvement Plan and asked for their thoughts, ideas and suggestions. Parent input is important to Highlands and add valuable insights.

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum ( in person or virtually), (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events( in person or virtually), (7) using social media, as well as sending electronic/paper-based school information to families on a regular basis, (8) advertising events on school marquees, (9) Calling families once a week to give a Week at a Glance, (10) and numerous other out-reach strategies developed by school staff.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

Highlands Elementary is a community school established in 1996 and has been a part of the community ever since. The positive school culture could not be possible without the teachers, staff, families and our community coming together for the greater good of our students and always keeping their social/emotional and academic well being as our focus. Highlands utilizes Franklin Coveys 8 Habits to create a culture focused on engaging students in their own learning by providing multiple opportunities to lead. Highlands has been designated a Leader in Me Lighthouse School. The certification is evidence that Highlands has produced outstanding results in school and student outcomes, by implementing the the 8 Habits with excellence. It is also because of the positive impact that the school students, staff, parents, and the greater community. Lighthouse certification by meeting the following criteria: 1. The principal, school administration and staff engage in ongoing learning and develop as leaders, while championing leadership for the school. 2. Leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles. 3. Families and the school partner together in learning about the 7 Habits and leadership principles through effective communication and mutual respect. 4. The school community is able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation. 5. Leadership is shared with students through a variety of leadership roles and student voice leads to innovations within the school. 6. Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills. 7. The school utilizes The 4 Disciplines of Execution process to identify and track progress toward the high priority goals of the school, classroom, and staff members. 8. Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They track progress toward goals in 9. Leadership Notebooks and share these notebooks with adults in student-led conferences. 10. Teacher planning and reflection, trusting relationships, and student-led learning combine to create environments for highly engaged learning.

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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The school counselor conducts classroom visits. When needed she counsels students one-on-one and conducts small group counseling as referred. Mentoring opportunities are provided by the community and our social worker. The school provides weekend food bags to Families in Need. The Empower Counseling Center has partnered with the school this year to offer the Alpha Program to select 3rd, 4th, and 5th grade students who need additional support at home and school. SCPS provides a mental health counselor to Highlands once a week. Highlands Elementary is a Leader in Me School. The Leader in Me is a K–12 whole-school transformation model and process developed in partnership with educators and offered through Franklin Covey Education. Leader in Me provides students with the social and emotional learning (SEL) leadership and life skills they need to thrive in the 21st century. It is endorsed by CASEL as an evidenced based social emotional learning process for K-6.

**List the members of the leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Robert Navarro	Principal	<a href="mailto:robert_navarro@scps.k12.fl.us">robert_navarro@scps.k12.fl.us</a>	Manage day to day operations, SST member, MTSS Member, Resource Team Lead, Lighthouse Teams, Team Leader, PLCs, PD, Feedback
Janice Zeiger	Assistant Principal	<a href="mailto:janice_zeiger@scps.us">janice_zeiger@scps.us</a>	Manage day to day operations, SST member, MTSS Member, Resource Team Lead, Lighthouse Teams, Team Leader, PLCs, PD, Feedback
Paula Dimperio	Instructional Coach	<a href="mailto:paula_dimperio@scps.us">paula_dimperio@scps.us</a>	Coaching Teachers, MTSS, Resource Team, PLCs, PD, Small-group Inst., iReady Point of Contact
Paula Hoover	ESSS Teacher	<a href="mailto:paula_hoover@scps.us">paula_hoover@scps.us</a>	Resource Team, Student Study Team, Small-group Instruction
Toni Laughrey	ETF	<a href="mailto:toni_laughrey@scps.us">toni_laughrey@scps.us</a>	Tech. support, Resource & Lighthouse Teams, PLCs, PD, Small-group Inst.
Melissa Nelson	Certified Counselor	<a href="mailto:melissa_nelson@scps.us">melissa_nelson@scps.us</a>	Resource Team, Student Study Team, MTSS, Small-group Counseling

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Robert Navarro	Principal	<a href="mailto:robert_navarro@scps.us">robert_navarro@scps.us</a>	Manage day to day operations, SST member, MTSS Member, Resource Team Lead, Lighthouse Teams, Team Leader, PLCs, PD, Feedback
Janice Zeiger	Assistant Principal	<a href="mailto:janice_zeiger@scps.us">janice_zeiger@scps.us</a>	Manage day to day operations, SST member, MTSS Member, Resource Team Lead, Lighthouse Teams, Team Leader, PLCs, PD, Feedback
Paula Dimperio	Reading Coach	<a href="mailto:paula_dimperio@scps.us">paula_dimperio@scps.us</a>	Coaching Teachers, MTSS, Resource Team, PLCs, PD, Small-group Inst., iReady Point of Contact
Melissa Nelson	Certified Counsellour	<a href="mailto:melissa_nelson@scps.us">melissa_nelson@scps.us</a>	Resource Team, Student Study Team, MTSS, Small-group Counseling
Amany Saaman	Intervention Paraprofessional	<a href="mailto:heneenae@scps.k12.fl.us">heneenae@scps.k12.fl.us</a>	Small group instruction

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## Student Transition and Readiness

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**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Highlands employs Steven Covey's 8 Habits of Happy Healthy Kids and The Leader in Me program which include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand Then to be Understood, Synergize, Sharpen the Saw, and Find Your Voice. This promotes skills that will positively impact employment/success in future careers. Our annual Teach-In event provides an opportunity for community members and parents to share about their careers and trades with our students, offering insight to some careers that students may be interested in pursuing in the future.

**Identify the career and technical education programs available to students and industry or community organizations.**

All students are provided coding lessons at their grade level throughout the in the school year. We are in the process or redesigning an area of our media center to incorporate a MakerSpace for classes to use throughout the school day. Teachers are working with our technology rfacilitator to infuse lessons focused on problem solving with the use of technology. Our goal is to create the Leaders of tomorrow and provide our students a foundation in 21st century skills.

## Elementary Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

  

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70



## Essential Instructional Priority 1 – Quality Instruction

### Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
1. Student tracking sheets for iREADY and goal setting in their Leadership Notebooks. Students will track their pass rates, instructional minutes earned and the number of lessons passed.	Administration Teachers Students Resource Team	5/25/2022	N	Monthly	1. Leadership Notebooks for students 2. Students are setting and tracking their own academic goals
2. Teachers will meet with students regularly to review progress on iREADY (lessons passed, instructional minutes met and pass rates). The student and teacher will work together to help the students gain a better understanding of EFFORT = GROWTH.	Administration Teachers Students Resource Team	5/25/2022	N	Monthly	1. Leadership Notebooks for students 2. Students are setting and tracking their own academic goals 3. Parents will be invited to a student led conference where leaderships will be used to discuss student growth.
3. Administration will be checking in with students asking questions to students about their data when completing walkthroughs.	Administration Teachers Students Resource Team	5/25/2022	n	Monthly	1. Leadership Notebooks for students 2. Students are setting and tracking their own academic goals

Students sent to the office for behavior support will also have their Leadership Notebook reviewed by administration. A discussion of how our behavior effects our learning will take place.

Administration Teachers  
Students Resource Team

5/25/2022

N

Monthly

1. Leadership Notebooks for students  
2. Students are setting and tracking their own academic goals  
3. Decrease in student visits to the front office  
4. Increase in student growth in iReady

## Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Use data to make well informed instructional decisions, from multiple data sources, to differentiate instruction at the teacher table in small groups. iReady Diagnostics, iReady lessons passed, SCPS formative assessments, and teacher created tasks will be used to support teacher focus for small group instruction. Teacher s will meet in PLC's to discuss and individual meetings with administration for discussion and support.</p>	<p>Administration Teachers Students Resource Team</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Every Six Weeks</p>	<p>1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST</p>
<p>Tutorial funds will be used to hire teachers to work with 3rd-5th grade students on focused reading and math interventions after the school day. Target lessons from iREADY will be used.Closing the achievement gap by addressing data driven holes is key to long term success.</p>	<p>Administration Teachers Students Resource Team</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Every Six Weeks</p>	<p>1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST</p>

The Resource Team will have a group of the Lowest 30% assigned to them for monitoring purposes. Each member will meet with their students monthly to review their data and support effort as needed. The goal is to build relationships with our students and help encourage students to put forth their best effort.

Administration Teachers  
Students Resource Team

5/25/2022

Y

Every Six Weeks

1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Resource team members support and facilitate weekly standards based planning by analyzing student data and the rigor to which the standard must be taught. iReady Diagnostics, iReady lessons passed, SCPS formative assessments, and teacher created tasks will be used to support our focus.</p>	<p>Administration Teachers Students Resource Team</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Every Six Weeks</p>	<p>1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST</p>
<p>MTSS support will be provided every six weeks where each teacher will meet with at least one member of administration and the resource team to discuss student growth and any needed support. Student data will drive the discussion on whether a student needs more or less support. Notes will be taken in EdInsight.</p>	<p>Administration Teachers Students Resource Team</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Every Six Weeks</p>	<p>1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST</p>
<p>Plan small group teacher work stations using the instructional grouping profile from iReady .Based on student levels, use the provided iReady lessons to close student instructional gaps in reading and math.</p>	<p>Administration Teachers Students Resource Team</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Every Six Weeks</p>	<p>1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST</p>

### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Resource team members support and facilitate weekly standards based planning by analyzing student data and the rigor to which the standard must be taught. iReady Diagnostics, iReady lessons passed, SCPS formative assessments, and teacher created tasks will be used to support our discussion and support.	Administration Teachers Students Resource Team	5/25/2022	Y	Every Six Weeks	1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST
MTSS support will be provided every six weeks where each teacher will meet with at least one member of administration and the resource team to discuss student growth and any needed support. Student data will be used as the focal point of discussions to determine if more or less support is needed.	Administration Teachers Students Resource Team	5/25/2022	Y	Every Six Weeks	1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST
Plan small group teacher work stations using the instructional grouping profile from iReady .Based on student levels, use the provided iReady lessons to close student instructional gaps in reading and math.	Administration Teachers Students Resource Team	5/25/2022	Y	Every Six Weeks	1. Data Tracking Sheets 2.iReady 3. Fluency 4. Writing Samples 5. Unit Tests 6. Resource Team Notes 7. PLC Notes 8. MTSS Notes 9. SST

## Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>After school tutorial will be offered to all level 1, 2 and low level three students in 4th and 5th grades. Areas of focus will include reading, math and science. District formative assessment data will be used to determine areas of focus and attendees.</p>	<p>Administration Instructional Coach Teacher</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Twice a week for 16 Weeks</p>	<p>iReady Data Tutorial Plans Tutorial Rosters</p>
<p>Saturday Boot Camps will be offered at least two times before the FSA begins for to all level 1, 2 and low level three students in 4th and 5th grades. Areas of focus will include reading, writing, math and science. District formative assessment data will be used to determine areas of focus and attendees.</p>	<p>Administration Instructional Coach Teacher</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Two Times</p>	<p>iReady Data Tutorial Plans Tutorial Rosters</p>

## Elementary Essential Instructional Priority 2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25



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## Essential Instructional Priority 2 – Conditions for Learning

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### Attendance Monitoring Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Letters will be sent home based on the weekly attendance report. Meetings will be held with the MTSS team, parent and the school social worker or as needed. The school will be sympathetic and understanding to absences relating to tCovid-19 and its variants.	1. Administration 2. Certified Counselor 3. Social Worker 4. Teacher 5. Parent	5/25/2021	N	Daily as needed	1. Decrease in number of students with 10+ absences 2. EdInsight 3. Truancy Letters 4. MTSS Notes 5. Conference Forms

**Safety Survey Action Plan**

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
<p>Students and their comfort level talking with the school resource deputy. 33% of our students surveyed stated they were somewhat comfortable or not comfortable at all speaking with the SRD.</p>	<p>K-5 students will be provided multiple opportunities throughout the school year to interact with our SRD. This will include classroom visits, outside assemblies and interaction during lunch in the dining room. Students will also have opportunities to interact with the SRD and her dog one one one, for positive reinforcement, and to help build trust.</p>	<p>Administration and SRD</p>	<p>5/25/2022</p>	<p>N</p>	<p>Weekly</p>	<p>Agendas, SRD log, attendance at after school events</p>

## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
SchoolMessenger, Facebook, weekly phone calls home, and printed documents are woven into the communication efforts to foster school/home positive relationships.	Administration	May 26, 2022	No	Weekly	Emails, Facebook posts, and weekly phone calls home
4th and 5th grade students are given an opportunity to apply and become a member of the Student Lighthouse Team. The Student Lighthouse Team will meet monthly to help Highlands connect with its primary stakeholders, the students.	ETF	May 26, 2021	No	Monthly	Meeting notes, posters, and student videos

## Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Monitoring of behavior/discipline	Discipline data will be shared and discussed with Team Leaders every six weeks. Based on discussion of the data, support will be provided to grade levels by administration/guidance/social worker. Student leader bands or the leader bands chart will be used to reinforce positive behaviors, acknowledge poor choices and show that a student can turn their day around if they choose to.	1. Administration 2. Certified Counselor 3. Social Worker 4. Mental Health Counselor 5. Teacher 6. Parent	5/25/2022	No	Every Six Weeks	1. Decrease in County Referrals 2. Decrease in LEAD Alerts 3. EdInsight 4. MTSS Notes 5. Conference Forms
Monitoring of behavior/discipline	Meetings will be held with the MTSS team, parent and the school social worker as needed for tier 3 behavior students.	1. Administration 2. Certified Counselor 3. Social Worker 4. Mental Health Counselor 5. Teacher 6. Parent	5/25/2022	N	Every Six Weeks	1. Decrease in County Referrals 2. Decrease in LEAD Alerts 3. EdInsight 4. MTSS Notes 5. Conference Forms

## Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>All 2nd grade students will be screened for possible Gifted and Talented services. PRIMES Math classes will be in place for the 2021-2022 school year in 4th(All students) and 5th(1 Class) grades. Gifted and Talented services will be implemented. Advanced Opportunity extra-curricular activities can include Robotics, Leadership Clubs, SECME, Math Club, Reading Club, Elementary National Honor Society, and Chorus/ORFF will be offered to all students who qualify (Circumstances permitting).</p>	<p>Administration Certified Counselor Social Worker Teacher Parent</p>	<p>5/25/2022</p>	<p>N</p>	<p>Monthly</p>	<p>Gifted Enrollment Primes Participation Lego Robotics Roster Math Competition Roster Leadership Clubs Roster Chorus/ORFF performances</p>

## Increasing the Number of Digital Tools Earned Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Enroll 5th grade students into classes designed to develop the skills necessary to earn digital tools certifications.	ETF, 5th Grade Teachers	Ongoing	No	3rd/4th Quarter	Pass Rates

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## Every Student Succeeds Act Instructional Priorities

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The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

*See data points in Quality Instruction for the subgroups listed below.*

### **School has a subgroup scoring below 42% on the FPPI**

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Yes

Finding(s):

Students with disabilities

Major racial and ethnic groups (Black)

### **How will your school's culture and environment be monitored through the lens of behavior or discipline data?**

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



## Action Plan

### 1st Finding

Students with disabilities

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
The instructional staff will be provided professional development through the Florida Inclusion Network with a focus on Universal Design For Learning and the five approaches for collaborative teaching. The PD will take place over 3 days in the summer and during pre planning. The best practices learned will be utilized throughout the 21-22 school year.	Administration	5/25/2022	Yes	Weekly	PD sign in sheets, lesson plans, and Florida Inclusion homework and site visits.
Review of student data during professional learning communities to monitor growth or the need for additional small group support.	Administration, Teacher, ESSS Teacher	5/25/2022	No	Monthly	Meeting agendas

## Action Plan

### 2nd Finding

Major racial and ethnic groups (Black)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Review of student data during professional learning communities to monitor growth or the need for additional small group support.	Administration, Teacher	5/25/2022	No	Monthly	MeetingAgendas

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Beginning
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School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Almost
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General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost
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## Action Plan

### Indicator 1

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

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Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The faculty & staff will be provided with ongoing information and resources on person first language. People-first language emphasizes the individuality, equality and dignity of people with disabilities. Rather than defining people primarily by their disability, people-first language conveys respect by emphasizing the fact that people with disabilities are first and foremost just that—people. Employers should use people-first language when communicating about disability issues, whether verbally or in writing. It is important to note that many people with disabilities, particularly younger people, are choosing to use “identity-first” language such as “autistic” or “disabled.” How a person chooses to self-identify is up to them, and they should not be corrected or admonished if they choose not to use identify-first language.	Administration	5/25/2022	No	Quarterly	Team Leader Notes, Agendas, posters visible

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## Indicator 2

School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
PD will be provided to the faculty, to include some of the following topics. • -- Curricular accommodations and modifications in general education classes and non-instructional activities • Embedding IEP goals into the general education instructional activities and natural contexts • Access points for math, language arts, science and social studies • Differentiated instruction (DI) • Classroom management strategies • Data collection and analysis • Assistive technology • Visual supports • PBS • Alignment of modified curriculum to general education standards • Collaborative planning and teaching models • Flexible scheduling • School-family communication/collaboration	Administration Guidance ESSS Teachers SST	5/25/2022	Y	1st Semester	Team Leader Notes PD Agenda PLC Notes

### Indicator 3

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
General education teachers and the ESSS teachers will be given opportunities to engage in dialogues to reflect on and assess their effectiveness as collaborative teachers. One plan day a week will be dedicated to teacher collaboration.	Administration Guidance ESSS Teachers Teachers	5/25/2022	N	Weekly	School Calendar, Agendas, Team Leader Notes

## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
BEST Standards Deep Dive for Grades K, 1, 2, 3, 4, & 5	Quality Instruction	1/4/2022	The teachers will have a better understanding of the state of Florida's new BEST Standards, the rigor required to meet the standards, and how they connect to one another. Data driven discussions based on BEST Standard Assessments will take place throughout the 2nd semester after the PD.	All Instructional Staff in grade level groups	44	Administration
Universal Design For Learning	All	8/5/2021 8/6/2021	The instructional staff will be able to implement these guidelines that offer a set of concrete suggestions that can be applied to any classroom to ensure that all learners can access and participate in meaningful, challenging learning opportunities.	School Wide	45	Administration
School To School Peer Collaboration	1,2,3	3 Wednesdays within the school year	Collaboration with peers on high yield strategies will improve instruction and student outcomes.	School Wide	45	Administration Resource Team Teachers