

Lake County Schools

Mascotte Elementary School



2015-16 School Improvement Plan

Mascotte Elementary School

460 MIDWAY AVE, Mascotte, FL 34753

<http://lake.k12.fl.us/mse>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	65%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mascotte Elementary Charter School's mission is to provide every student opportunities to become successful college and career ready citizens.

Provide the school's vision statement

Mascotte Elementary Charter School will maintain high expectations and promote academic excellence for all students through our rigorous integrated curriculum.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All grade levels begin the year with activities and or projects that allow both students and teachers to share information about themselves and their families, traditions and culture. We believe that early and consistent contact with the parents is the key to fostering a strong working relationship with the parents in order for each student to strive for success. Most of our teachers and staff live in the community we serve. In addition each teacher was required to make a positive verbal contact with each student's parent during the first week of school. Our Open House on September 10th was very well attended and provided an additional opportunity for parents, teachers, and students to communicate about expectations and build supportive relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Mascotte Elementary Charter School has an Extended Learning Center that operates from 6:00 - 7:45 a.m., and from 3:05-6:00pm, as well as during the summer months. Our staff is stable with the students having the opportunity to spend time and develop relationships with them. Each morning and afternoon as students are going to and from class we have staff members assigned to assist and monitor students. In addition our principal, Ms. Johnson, and assistant principal Mrs. Mayhugh greet drops offs and walkers in both the morning and afternoon. Our dean, Mr. Stowell is at the bus area to greet students as they arrive and leave. We also have two guidance counselors available to assist students who are having difficulties and need support.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We implement the Positive Behavior System(PBS) school-wide to reinforce positive and on task behaviors . All classes use a color system in order to identify daily behavior and expectations are constantly repeated and reinforced. This provides consistency for the students and parents as well as the non classroom teachers and staff. When a student says "I was on green today" everyone understands that the student had a good day. Transversely if the student says "I was on red today" everyone understands that we need a mini conference on behavior. The PBS team meets monthly to analyze behavior data and make suggestions for improvement. There are protocols for incident

reports and the first line of action, unless it is a serious situation, is parent contact. Serious situations are handled by our administrative and guidance teams.

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

As mentioned above we have two guidance counselors that work with students. If a student needs additional services we have protocols in place to request additional services through Life Stream which contracts with our district to provide needed services. One of our guidance counselors is in charge of identifying our homeless children and arranging transportation as needed. Our counselors use the LEAPS program lessons with students who have been identified as needing assistance and we sponsor various programs to recognize students who demonstrate good citizenship and leadership.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Mascotte Elementary Charter Schools Early Warning System is data driven.

Attendance is above 90%.

The attendance committee meets monthly to discuss students that have excessive absences, tardies or early checkouts. Brochures and letters are sent to parents as well as contact from our Family School Liaison about attendance issues. In addition, for severe cases we utilize the services of our school social worker to help us assist the parents with getting their child(ren) to school every day on time.

Students with one or more suspensions:

Students that are suspended are referred to guidance for counseling about the issue, disrespectfulness, fighting, stealing etc. Last year we included in-school suspension as an option to keep the students in school under the supervision of a certified teacher so they are able to complete assignments. Our school also participates in the PBS (Positive Behavior Support) program to promote an emphasis on respect and responsibility among our students.

Course Failure:

Teachers are required to turn in their grades for each progress report. Our assistant principal has created a data base of students receiving D's or F's. She conferences with the teacher about the students, ensuring that parents have been contacted. If a student already has one retention they are recommended for RtI to our MTSS committee and the MTSS protocol is followed. Every year our retention committee meets to discuss students that are not meeting promotional requirements. In addition we make suggestions for the next step for that student.

Level 1 on State standardized assessments, reading or math:

Students that receive a level 1 on the state assessment are targeted for remediation the following year. Our school has implemented a remediation center called Flight Academy. The students receive 2.5 hours of remediation during the school day for nine weeks. In addition, we have 30 minutes of intervention time for both math and reading built into our daily schedule for remedial small group instruction.

Failure to master Literacy First Grade Level Skills

The Literacy First Process is used to monitor student progress in grades K-2. Each grade has required skills for phonological awareness, fluency, and phonics. As a part of the program teachers use the data to pull small groups to remediate or extend as needed. We use the My Data First data bank to monitor students progress.

Failure of STAR reading and math for grades 1 and 2

Our students in grades 1 and 2 are required to pass the STAR reading and math tests in order to be

promoted to the next grade. STAR is a nationally normed test that indicates where our students are performing in relationship to other students in the nation.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30	48	27	35	44	27	211
One or more suspensions	1	6	5	3	9	15	39
Course failure in ELA or Math	17	18	8	4	1	0	48
Level 1 on statewide assessment	0	0	0	33	38	26	97

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	8	6	5	10	5	37

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance- Our attendance meeting meets monthly to discuss students with attendance issues. We have a parent brochure in English and Spanish to send to the parents explaining the importance of school attendance. We also have a school letter that goes home after the first meeting. This letter explains the attendance policy and reiterates the importance of attendance. After the student has been discussed at two meetings we contact our school social worker to make a home visit. If attendance still does not improve we arrange a TIC (Truancy Intervention Committee) meeting to address the issues.

Suspensions- Students who have one or more suspensions are counseled by the administrator involved. In addition they are referred to our guidance counselors for additional intervention with LEAPS lessons and small group counseling. We will continue the Wednesday in-school suspension program for students who need behavior interventions. This allows the students to remain in school and receive instruction from a certified teacher.

Course Failure- Students that receive failing grades in an ELA or Math course are monitored for progress using Istation Reading and Math assessments and STAR Reading and STAR Math assessments. Grades 3-5 use Study Island benchmark assessments quarterly to assess ELA, Math, and Science standards. Grades Kindergarten through Second use Literacy First Phonics, Phonemic Awareness, and Fluency assessments to ensure mastery of early reading skills. Teachers use diagnostic data to teach students the skills they are missing in small leveled groups. In addition, we've used Title 1 funds to hire a certified teacher to provide remediation for students identified as needing intensive intervention in reading. She meets with students for 50 minutes twice weekly to work on missing skills. Students who don't respond to these interventions are formally entered into the MTSS process. This process provides structured interventions provided in a small group setting at least twice a week. The MTSS team monitors students and increases intervention as needed or returns students to monitor status if they are being successful.

Mascotte Elementary has 4 well equipped computer labs which allows students in 1st through 5th grades to use the Istation reading and math programs 30 minutes daily in a lab setting. All classrooms have 5 desktop computers and six lpads for student use so our students interact with curriculum through technology daily.

Level 1 on State Assessment- Our Acceleration Resource Teacher will spend 2.5 hours per week providing additional instruction for students that received a level 1 on the ELA test last year. Vocabulary has been identified as one of our most deficient areas of performance due to our high population of ELL students. Our ART teacher will focus on vocabulary development and fluency with these students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201863>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Mascotte Elementary Charter School builds and sustains partnerships through our school volunteer program, our parent and community involvement activities. The Kiwanis Club of Clermont has been an extremely supportive partner for our school through their Terrific Kid program and their generous donations of dictionaries and thesauri to our students. Community Leaders are on our school's Charter Board which meets bimonthly to review data, budgets, and make decisions concerning the operation of our school. Local businesses routinely donate items for our school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Johnson, Radean	Principal
Brown, Terri	Instructional Coach
McMillan, Mary Lou	Other
Mayhugh-Rego, Tiffany	Assistant Principal
Stowell, Richard	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Radean Johnson is the school principal. As principal she oversees all school business, school operations, and academic performance. She is in charge of the evaluation process, personnel assignments, student placements, class size reduction and allocations, personnel rosters, interviewing, and all stakeholder meetings.

Tiffany Mayhugh is the Assistant Principal. She is in charge of the master schedule, teacher quality retention, TOP, interns, clinical education, and the interviewing and hiring all instructional personnel. Furthermore, she oversees the Title One budget, and all compliance plans. She is in charge of curriculum and professional development. She oversees our MTSS to identify and monitor students with academic needs. She schedules and facilitates the attendance committee meetings. Additionally, she oversees fidelity for ESE and ESOL. She also assists Ms. Johnson with the evaluations of the instructional staff and is in charge of the evaluations of the office staff and paraprofessionals.

Richard Stowell is our instructional dean. He works with Mrs. Mayhugh on discipline, workplace safety, and the safety committee. He also oversees the implementation of PBS, Positive Behavior System. Additionally he oversees the custodial staff and is in charge of the building and grounds. He works with our transportation department to facilitate the safe transportation of our students. Additionally, he is responsible for the safety and supervision of the cafeteria during lunch.

Terri Brown is our Literacy Coach. She works on the compliance plans, Flight Academy intervention program for our level 1's and 2's, professional development, and the MTSS program. In addition she oversees FLKRS, and grade level reporting. She is on the technology committee and she is always on the lookout for resources for literacy development.

Mary Lou McMillan is the Curriculum Resource Teacher. She works with data from progress monitoring as well as end of the year tests. She oversees, My Data First, STAR Reading and Math. She orders textbooks and curriculum related materials. She is on the attendance committee and works on the compliance plans. She works closely with Mrs. Mayhugh on the Title One Budget.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All Tier 1 students receive instruction using the core reading, math, science, and writing curriculums. Student progress is monitored through program assessments and grades. Tier 1 students receive differentiated instruction in all subjects to meet their needs.

The MTSS/Rtl committee holds meetings every 6 to 8 weeks to meet with teachers and parents of students who have been identified as in need of interventions beyond the core curriculum (Tier 2 and Tier 3). Student assessment data is collected and graphed, then analyzed and compared to other students in the grade level to determine the effectiveness of the intervention(s) being received. Our school schedule is designed to allocate daily Rtl intervention times for both reading and math in all grade levels. We also implement a Positive Behavior System as our Core(Tier 1) behavioral plan for the Rtl process. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS/Rtl committee works with grade level teams, the ESE department and curriculum to determine appropriate materials for interventions and assessments.

Title I, Part A

Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

4.5 Teachers, 4 teacher assistants, 1 literacy coach, 1 family school liaison, parent involvement nights, staff developments.

In school tutoring because of attendance issues.

Title I, Part C- Migrant

Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D

The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Our Guidance department works with LEA to ensure that our students who qualify for assistance under Title I Part D receive services.

Title II

Mascotte Elementary Charter strives to hire and retain highly effective staff members.

Title III

As a school with many ELL students we work closely with the LEA staff to identify and provide services for those students.

Title X- Homeless

The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

Our Guidance department works hand in hand with the LEA to identify and provide services to our homeless students.

Supplemental Academic Instruction (SAI)

Our SAC oversees the distribution of SAI monies.

Nutrition Programs

Provided by the LEA

Adult Education

Provided by the LEA

Career and Technical Education

Provided by the LEA

Job Training

Provided by the LEA

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Elizabeth Villanueva	Parent
Michael Singh	Parent
JoAnne Jones	Business/Community
Stacy Gaines	Business/Community
Scott Boyatt	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The charter board/SAC meets 5 times per year in periodic review of the School Improvement Plan. We have an ongoing evaluation of our plan through Charter Board meetings.

Development of this school improvement plan

The SAC meets to provide guidance and ideas for the School Improvement Plan through monthly meetings. The SAC provided input concerning parental involvement, funding, and extended learning opportunities. The SAC solicits input from stakeholders during the meetings.

Preparation of the school's annual budget and plan

The Charter Board/SAC meets 5 times a year. In each meeting the most current budget and plan are reviewed and approved.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Our SAI budget is 167,380.00. The funds will be used to finance parent involvement and support curricular initiatives such as Literacy First and our school-wide science fair. In addition the SAI funds provide additional personnel.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Our school is in compliance with the law. As a charter school our board acts as the SAC.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Terri	Instructional Coach
McMillan, Mary Lou	Other
Johnson, Radean	Principal
Campbell, Debbie	Instructional Media
Bledsoe, Laura	Teacher, K-12
Conard, Olivia	Teacher, K-12
Garland, Jennifer	Teacher, ESE
Gomez, Frank	Teacher, K-12
Hernandez, Rachel	Teacher, K-12
Kieft, Robyn	Teacher, K-12
Newman, Wendi	Teacher, K-12
Mayhugh-Rego, Tiffany	Assistant Principal
Szpek, Carol	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our major initiative this year will be the implementation of Mentor Text and Annotating Text. The classroom teachers will use these strategies to increase literacy at all grade levels. Specifically, our goal is to increase vocabulary development and increase comprehension skills through student interaction with text. In addition, we will be using Engage New York math for all grade levels to promote math literacy.

Members of the LLT provide professional development, facilitate PLC groups, and mentor new teachers.

We will use Title One tutoring funds to hire an in school tutor to work with our level 2 students. The tutor, a certified elementary education teacher, will give small group instruction in reading four days per week for 50 minutes. She will work with a total of 2 groups of ten students per grade level.

In order to promote literacy in our lowest performing students we have hired a Accelerated Resource Teacher (ART) to work 2.5 hours per week with students that scored a level 1 on FSA last year. We have identified vocabulary as being one of our most deficient areas. Mrs. Szpek will focus on vocabulary development and reading skills.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our teachers have collaborative planning each Thursday. They meet and exchange ideas for teaching strategies. Each teacher has an idea bank form to use during the planning time to jot down ideas shared from their peers or strategies they would like to implement.

In addition, we have Title II professional development money that will be used to provide each teacher with 3 days of training for our Engage New York math. Teachers will work together to develop best practices and strategies to effectively implement Engage New York in their classroom.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration speaks at the UCF end of the year assembly at Lake Sumter State College each year. We have successfully recruited some of their top students to teach at our school.

In addition, we are able to offer a flex schedule that meets all contractual hours for our Speech Language Pathologist so that she is able to work with our students.

As a charter school we give bonuses as we are financially able to our teachers in order to retain them and reward them for our students' success.

In addition, we actively seek to host interns here at Mascotte Elementary Charter School. This provides us with the opportunity to see potential teachers first hand. We are able to evaluate how they will work with our staff and student population.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers are assigned a Clinical Educator certified mentor. We have developed a Teacher Center to provide additional support for the new teachers and teachers who have been identified as in need through TEAM evaluations. A non load bearing staff member has been assigned to assist these teachers as well. The mentor visits the classroom and then meets with the teacher to discuss both problems and solutions in the areas of classroom instruction and management. The mentor is an experienced teacher with mentorship training and is not attached to the teacher's evaluation in any way.

This allows a relationship of trust to develop.

Teachers receive ongoing professional development in the areas of instructional best practices, curriculum design, and technology. We are a Literacy First School and provide ongoing training for both new and experienced teachers.

We usually pair the teachers with their grade level Leadership member. This person works closely with the grade level on the development of lesson plans and any other assistance that is needed with curriculum.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Florida Standards have been accounted for within our curriculum materials through a Florida Standards checklist and CPALMS resources. Teachers have ready access to the standards and the materials to teach them. We have developed instructional materials resource rooms for Math, ELA, and Science so that our resources are organized and stored for easy access.

Mascotte Elementary Charter has adopted instructional materials based on the Florida Standards. In addition, we ordered test item specification books for the FSA for all tested grade levels. The specification books are used for planning rigorous lessons that meet the demands of the new FSA assessments.

Our district has also developed materials that we can use as resources to teach and assess the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Assessment data from STAR and Istation is analyzed constantly to determine the instructional needs of our students. The students currently in 1st thru 5th grade will receive remediation from our Title 1 tutor or our ART teacher based on their performance on FSA ELA and/or STAR Reading assessments.

We use the Literacy First model of instruction and assessment to monitor foundational skills in grades K-2. Data for each student is analyzed on a continuum in order to form small groups to address the need for remediation or acceleration.

Teacher assistants are assigned to each grade level to provide support for student learning. Our teacher assistants work with students daily under teacher direction to practice reading and math skills.

We use IStation reading and math technology programs in the computer lab four days per week for grades 1 and 2. Istation reading and Study Island are used for 3rd -5th grade students. In addition 3rd -5th has a scheduled lab time on Wednesdays for keyboarding. Kindergarten utilizes the IStation reading and math in their classrooms.

We have scheduled intervention blocks of time within the curriculum schedule for all teachers. These times are scheduled specifically for teachers to work with students needing remediation on the skills identified through progress monitoring. This allows administration to verify the fidelity of the intervention and MTSS programs.

Our ESE students are provided services by 3 certified ESE teachers who go into the classrooms to work with their students. Our speech pathologist provides services for our speech and language impaired students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 24,300

We are extending the school day by providing instruction to students in need of remediation during their specials time. Last year we had after school tutoring but we were unable to use all of our budget because we could not get teachers or students to stay after school. We will hold two intervention sessions for grades Kindergarten through 5th, the first session will be from Oct. 12-Jan. 12th. The sessions will be Monday, Tuesday, Thursday and Friday with each grade level having a 50 minutes session. The second group will run from Jan 14th- April 15th. The tutor will be a certified Elementary Education teacher.

Strategy Rationale

Mascotte Elementary's core curriculum and programs have demonstrated success increasing achievement levels for lower quartile students scoring achievement level 1 on the previous FCAT and moving them to a level 2. However, the percentage of students scoring at achievement level 2 is growing and the percentage scoring 3 and above has gone down slightly. Our goal is to increase the achievement levels of all students to level 3 or higher. FSA levels have not been released but preliminary data suggests improvements in both reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McMillan, Mary Lou, mcmillanm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR reading or I Station reading data from the beginning of the year baseline testing will be used to identify students in need of remediation for reading in all grades. The effectiveness of the program will be determined by the STAR reading and IStation end of the year testing scores.

Strategy: Extended School Day

Minutes added to school year: 22,500

We will use our Acceleration Resource Teacher (ART) to provide remedial instruction for targeted students in grades 1-5 for reading. Grades 3-5 will be one session for the entire year. Each student in that session will receive 75 hours of additional instructions. Grades 1 and 2 will have two sessions. Each session will last for 45 days for a total of 37.5 hours of remediation in reading.

Strategy Rationale

The ART teacher will be able to give focused vocabulary instruction, our identified area of need, in a small group setting. She will give additional support for classroom instruction of comprehension skills. She will also serve as a mentor to the those under performing students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McMillan, Mary Lou, mcmillanm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will use the data from our STAR reading and I Station reading to determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We host an annual Kindergarten registration and orientation in the Spring for students that will begin Kindergarten in the Fall. We go over requirements for Kindergarten and provide students with an activity book to use over the summer in order to develop the skills needed for Kindergarten. Kindergarten teachers speak to the parents about literacy and helping their children be successful learners.

Our 5th grade students attend an assembly presented by Gray Middle school in the spring to prepare them for the changes and demands of middle school curriculum. Gray Middle school also offers a 'Gator Camp' in the summer for incoming 6th graders to learn about the school.

We have 2 onsite VPK teachers. One is a full year program funded through Title One that serves targeted students from our economically disadvantaged population. The other VPK teacher has two, semester classes. This allows us to fully prepare 60 of our incoming kindergarten students. VPK teachers communicate with parents through two parent conferences which are scheduled at the middle and end of the program.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Our FSA data indicates that 64% of our third grade students, 49% of our 4th grade students, and 61% of our fifth grade students are proficient in English Language Arts.

We use quarterly STAR Reading and IStation assessments as progress monitoring tools to identify the ELA needs of our students.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There two main factors for our minimal gains in reading achievement. One factor is that our large population of ELL students are making gains at a slower rate than our fluent students. Understanding the language matters. The limited vocabulary of English Language Learners effects their comprehension achievement on standardized tests. They are able to decode many of the words but they do not have the background knowledge to attach meaning and context to that word. Teachers are helping our students learn through technology and daily reading practice and support. The other factor is our large population of economically disadvantaged students. The parents of many of our students have limited educational experience and are unable to give academic support at home. Both of these groups lack background experiences that give them a point of reference when reading.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to access reading instructional software to maximize their achievement in ELA.
- G2.** Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone.
- G3.** Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to access reading instructional software to maximize their achievement in ELA. 1a

G071417

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	57.0

Resources Available to Support the Goal 2

- Our school has 326 student ipads and 406 desktop computers available for our students to use for learning.
- Mascotte Elementary operates 4 computer labs containing 23 desktops in each so that students in first through fifth grades have 30 minutes of computer lab time four days each week.
- Our students have access to Istation Reading and Math instructional programs. Grade 3-5 have access to Study Island programs for Science, Reading, and Math.

Targeted Barriers to Achieving the Goal 3

- Our school does not have wireless access points in every classroom so there are connection problems and dead zones in the school.

Plan to Monitor Progress Toward G1. 8

Students will access reading software programs in all classrooms using Ipads and desktop computers. STAR Reading, Istation Reading, and Study Island Reading data will be used to monitor the progress of all ELL students.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

ELL students will demonstrate increased achievement levels in Reading and Language Arts on end of year assessments.

G2. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone. 1a

G071418

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	8.0

Resources Available to Support the Goal 2

- Mascotte Elementary Charter has Steps to Respect anti-bullying materials to use for classroom lessons. In addition, we have 2 guidance counselors that pull behavior groups for small group counseling. Life Streams conducts on-site counseling for targeted students. We adhere to the Lake County School policy and all state laws for bullying.
- We also have a workplace safety committee and a safety committee that meets 6 times per school year. in order to maintain a safe work environment. We have a full time Mascotte police Officer on campus each day during school hours.
- Mascotte Elementary uses the PBS (Positive Behavior Support) model for monitoring discipline issues and frequency. PBS focuses on explicitly teaching students how to make a positive impact in the classroom and in our school.

Targeted Barriers to Achieving the Goal 3

- Our counselors have multiple duties and responsibilities, ESOL, MTSS, Homeless contact, testing coordinator and migrant programs, that limit their opportunities to conduct mini lessons on character and anti-bullying behaviors.

Plan to Monitor Progress Toward G2. 8

Discipline referral logs and quarterly summary of discipline trends.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Discipline logs and reports in Skyward will be compiled for review and adjustments made based on this data.

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas. 1a

G071419

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	62.0
FSA English Language Arts - Achievement	52.0
FAA Writing Proficiency	45.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Support Personnel for Intervention Classes Use Title 1 funds to hire an in-school tutor to work with targeted students in grades K-5. She will provide 192 students with an additional 2000 minutes of instruction. Use Title 1 funds to hire a 2.5 hour a day paraprofessional to assist our in school tutor with students in grade k-2. Provide ELL support through strategic intervention with targeted students with our ART teacher. She will provide ELL students with 3 - 30 minute support sessions per week. ART teacher will provide 4500 minutes of additional instruction for our lowest performing students in grades 3-5. ART teacher will conduct 4 - 1 hour per week sessions for reading intervention with grades 1 and 2. Reading Resource room has many supplemental teaching materials.
- Technology - Four computer labs for student research projects and Study Island software use. Each tutoring classroom will have at least 6 IPADS for students. All teachers have an IPAD to use for instruction and demonstrations. Our students have access to I Station reading and math for lab instruction. Our students in grade 3-5 have a 30 minute keyboarding session each week.
- Title One - Utilize Title One funds earmarked for extended learning. Utilize regular Title One funds for additional staff and support.

Targeted Barriers to Achieving the Goal 3

- Implementation of the New Florida Standards-- Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the new standards in ELA and Math.
- Extended Learning Grant Limitations-- Grant budget for extended learning will not pay for curriculum development or planning time for our extended learning teacher. Time is needed to analyze the student data and develop the curriculum for our extended Learning Program(in school) that meets the learning needs of our students in targeted content areas.
- Parent Involvement-- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. Explaining how to help students with our rigorous curriculum has been challenging. Academic interaction attempts with parents are not well attended.

Plan to Monitor Progress Toward G3. 8

Analyze benchmark assessment data from STAR Reading and STAR Math, Study Island, and Writing midyear data to determine if increased student achievement has occurred.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 1/22/2016 to 6/10/2016

Evidence of Completion


Pre and post test Excel worksheets completed and analyzed by leadership team and teachers.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to access reading instructional software to maximize their achievement in ELA. **1**

 G071417

G1.B3 Our school does not have wireless access points in every classroom so there are connection problems and dead zones in the school. **2**

 B186136

G1.B3.S1 The technology team has developed a Digital Classroom Plan to address connectivity issues, new hardware, and maintaining our servers. **4**

 S197531

Strategy Rationale

The computers and student devices will not operate efficiently without the necessary infrastructure.

Action Step 1 **5**

Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.

Person Responsible

Radean Johnson

Schedule

Monthly, from 8/3/2015 to 8/7/2017

Evidence of Completion

Charter budget will reflect the digital expenditures associated with replacement and updates of the school's technology.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Our technology support technician and principal will order the hardware necessary to implement the digital plan.

Person Responsible

Radean Johnson

Schedule

On 1/11/2016

Evidence of Completion

Access points will be installed in all classrooms and switches will be replaced on the servers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Tech support will report server or access issues to the principal. Students will be able to access and use internet software programs using the Ipads.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 9/23/2015 to 6/10/2016

Evidence of Completion

Tech support will keep an implementation log and budget expenditures. Monitor usage reports of ELL students from Istation Reading and Study Island.

G2. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone. 1

G071418

G2.B1 Our counselors have multiple duties and responsibilities, ESOL, MTSS, Homeless contact, testing coordinator and migrant programs, that limit their opportunities to conduct mini lessons on character and anti-bullying behaviors. 2

B186137

G2.B1.S1 Anti-bullying videos and character building lessons will be shown to students through our school wide broadcasting system during lunch and media time. 4

S197532

Strategy Rationale

Viewing the lessons on video will be a more efficient use of our available resources and reach all students in a timely manner.

Action Step 1 5

Choose the character building and anti-bullying videos from the selection on Safari Montage for school-wide viewing.

Person Responsible

Richard Stowell

Schedule

Quarterly, from 10/5/2015 to 6/10/2016

Evidence of Completion

We will save a selection of character development and anti-bullying videos on a playlist in Safari Montage.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Our Technology Support Technician and Instructional Dean will create a schedule for showing the videos to each grade level.

Person Responsible

Richard Stowell

Schedule

Quarterly, from 10/5/2015 to 6/9/2016

Evidence of Completion

Video play list logs will be kept by the Technology Support Assistant.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The PBS Team, and administrators will analyze behavior incident logs quarterly for bullying issues.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Excel spread sheet of behavior incidents and quarterly summary of behavior trends.

G2.B1.S2 Our media specialist will teach internet safety lessons that contain an anti-bullying message and strategies for students to learn to be safe when online. 4

 S197533

Strategy Rationale

All students attend media classes once a week so she can teach the lessons in a timely and consistent manner.

Action Step 1 5

The media specialist will plan and teach internet safety lessons appropriate for each grade level the first month of school.

Person Responsible

Debbie Campbell

Schedule

On 9/24/2015

Evidence of Completion

Media Specialist will document lessons in her lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Internet Safety Lessons will be documented in Media lesson plans and the assistant principal will monitor incidents involving students misusing the internet access granted through the school.

Person Responsible

Richard Stowell

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Students will use school technology and the internet with safety in mind. Incidents involving misuse of the internet will be documented and compared to last year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Discipline referrals for internet issues will be documented and compiled in Skyward. Leadership team will make decisions about internet safety issues based on this data.

Person Responsible

Richard Stowell

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data will be discussed at the quarterly data meetings with the leadership team.

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas. 1

G071419

G3.B1 Implementation of the New Florida Standards-- Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the new standards in ELA and Math.

2

B186138

G3.B1.S1 Continue to develop integrated curriculums at all grade levels with emphasis on performance tasks, authentic work, technology, and project based learning. 4

S197534

Strategy Rationale

Teachers and students both need to understand that the core standards can be integrated to create a focused and strategic curriculum that motivates students to learn and increase achievement.

Action Step 1 5

All grade levels will participate in professional learning communities to strengthen instructional strategies for reading and math.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Weekly lesson plans will be checked for documentation of the implementation of Florida Standards from the grade level curriculum maps.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Grade level groups are required to participate in Professional Learning Communities and plan rigorous lessons, activities, and projects that meet the requirements of the Florida Standards.

Person Responsible

Radean Johnson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Grade Levels will use a common template to plan units and document that all Florida Standards are taught to all students. Templates are uploaded to the share folder for review by administration.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Principal and Assistant Principals will perform daily classroom walkthroughs to observe implementation of the integrated units. Students in Grades 1-5 will be assessed at the end of each nine weeks using STAR Reading and Math.

Person Responsible

Radean Johnson

Schedule

Daily, from 8/17/2015 to 6/9/2016

Evidence of Completion

Walkthrough notes, teacher evaluation observation data, and lesson plans will be used to monitor implementation and document effectiveness. Benchmark assessment data will be used to determine the effects of the integrated curriculum on student achievement.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Provide teachers additional time for professional learning and collegial planning for ELA, Math, and Science.

Person Responsible

Terri Brown

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Teachers will complete CIM planning chart for planning instruction and remediation as well as a data analysis chart for tracking student progress and planning intervention when needed.

G3.B3 Extended Learning Grant Limitations-- Grant budget for extended learning will not pay for curriculum development or planning time for our extended learning teacher. Time is needed to analyze the student data and develop the curriculum for our extended Learning Program(in school) that meets the learning needs of our students in targeted content areas. 2

 B186140

G3.B3.S1 Develop a plan to use Title One funds for an extended learning program. 4

 S197535

Strategy Rationale

Some students are not able to meet academic expectations within the scheduled academic periods.

Action Step 1 5

CRT will attend the Title 1 meeting on requirements and parameters of the Extended Learning Grant and submit a plan to Title 1 for release of funds.

Person Responsible

Mary Lou McMillan

Schedule

On 9/11/2015

Evidence of Completion

Meeting Notes and Budget items

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Develop budget and allocations for a teacher, an assistant, and materials for the reading extended learning program.

Person Responsible

Mary Lou McMillan

Schedule

On 9/11/2015

Evidence of Completion

Meeting Notes and Title 1 Grant Budget and expenditures

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Observations of the tutor remediating students identified as low performing in kindergarten, first, second, third, fourth, and fifth grades 2 times per week for 50 minutes.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 10/12/2015 to 5/12/2016

Evidence of Completion

STAR Reading and Istation ISIP data will be compiled and analyzed for participating students

G3.B3.S2 Analyze student data to determine areas in need of additional focused instruction. 4

S197536

Strategy Rationale

Data from school based assessments STAR reading and math and Literacy First will be used to target students in need of intervention.

Action Step 1 5

Disaggregate FSA and STAR data for analysis and identify students in need of support in reading.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 9/7/2015 to 4/22/2016

Evidence of Completion

Data report and recommendations for curriculum materials

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

School Leadership team will meet to determine if we are meeting students' needs and make adjustments as needed.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Weekly, from 9/14/2015 to 4/22/2016

Evidence of Completion

Develop a list of resources that will address the needs of students attending the extended learning sessions. Use data analysis to make decisions concerning the resources to be used.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Analyze STAR and Study Island Benchmark data to determine if students in the tutoring program are increasing reading achievement levels.

Person Responsible

Mary Lou McMillan

Schedule

Weekly, from 9/7/2015 to 4/22/2016

Evidence of Completion

Increased reading achievement scores such as grade equivalency on STAR Reading assessments.

G3.B3.S3 Hire an elementary education certified teacher to provide intensive reading intervention during in school tutoring. 4

 S197537

Strategy Rationale

The teacher will have experience in providing intensive remediation.

Action Step 1 5

Hire the teacher for our Title 1 extended learning tutor position and collaborate to develop a standards based intervention plan for students in grades kindergarten through fifth grade.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 9/28/2015 to 4/22/2016

Evidence of Completion

Curriculum maps completed, materials ordered, and tutoring groups are meeting twice weekly.

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

The Literacy Coach and CRT will meet weekly with the tutor to determine the remediation needs of our students and to provide curriculum support.

Person Responsible

Terri Brown

Schedule

Weekly, from 10/12/2015 to 4/22/2016

Evidence of Completion

Modules and lesson plans for extended learning will be created and saved in the Share folder for review.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Students in grades kindergarten through fifth grades will attend the scheduled intervention sessions twice weekly.

Person Responsible

Mary Lou McMillan

Schedule


Weekly, from 10/12/2015 to 4/22/2016

Evidence of Completion

Attendance rolls from the extended learning classes will be entered into the K Drive daily and monitored by the Title 1 department.

G3.B4 Parent Involvement-- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. Explaining how to help students with our rigorous curriculum has been challenging. Academic interaction attempts with parents are not well attended.

2

 B186141

G3.B4.S1 Utilize the Title One Resource Center I PAD training and check out for targeted ELL students.

4

 S197538

Strategy Rationale

Parents are not able to assist their student(s) due to language barriers. The use of the I PADs for supplemental instruction at home should increase student performance.

Action Step 1 5

Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out program.

Person Responsible

Mary Lou McMillan

Schedule

On 5/20/2016

Evidence of Completion

List of students with their ELL status and STAR data.

Action Step 2 5

Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD through out Title One Parent Resource Center. Provide them with Training at flex times to accommodate parent schedules.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Schedule with date and time as well as agenda of trainings.

Action Step 3 5

Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Flex schedule approved by Mrs. Mayhugh.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

A log of parents who check out I PADS will be turned into Mrs. Mayhugh each month. A member of the Leadership team will attend one of the offered trainings each month.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 10/16/2015 to 5/20/2016

Evidence of Completion

Sign-in sheets, meeting agendas and notes.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Request parent feedback on our parent I PAD check out program. Provide a short survey for the parents to complete once they have returned the I PAD.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 11/27/2015 to 5/27/2016

Evidence of Completion

Parent surveys and sign in sheets.

G3.B4.S2 Parent Conference Night 4

 S197539

Strategy Rationale

Parents can meet with all of their children's teachers on one day. This alleviates the issue of having to make multiple trips to the school for conference. The conference times begin at 3:30 and end at 7:00. This also allows parents to conference outside of regular work hours.

Action Step 1 5

We will hold parent conferences at the end of the first and third nine weeks from 3:30-7:00 PM.

Person Responsible

Radean Johnson

Schedule

Semiannually, from 10/30/2015 to 4/15/2016

Evidence of Completion

Parent sign in sheets and conference forms

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Review of parent conference forms

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Semiannually, from 10/30/2015 to 4/15/2016

Evidence of Completion

We will review the signed parent conference forms. We will also calculate percentage of parents attending the conference nights.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Parent sign in sheets

Person Responsible

Radean Johnson

Schedule

Semiannually, from 10/30/2015 to 4/15/2016

Evidence of Completion

Parent sign in sheet and teacher feedback of conferences held.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.	Johnson, Radean	8/3/2015	Charter budget will reflect the digital expenditures associated with replacement and updates of the school's technology.	8/7/2017 monthly
G2.B1.S1.A1	Choose the character building and anti-bullying videos from the selection on Safari Montage for school-wide viewing.	Stowell, Richard	10/5/2015	We will save a selection of character development and anti-bullying videos on a playlist in Safari Montage.	6/10/2016 quarterly
G2.B1.S2.A1	The media specialist will plan and teach internet safety lessons appropriate for each grade level the first month of school.	Campbell, Debbie	8/24/2015	Media Specialist will document lessons in her lesson plans.	9/24/2015 one-time
G3.B1.S1.A1	All grade levels will participate in professional learning communities to strengthen instructional strategies for reading and math.	Mayhugh-Rego, Tiffany	8/17/2015	Weekly lesson plans will be checked for documentation of the implementation of Florida Standards from the grade level curriculum maps.	6/3/2016 weekly
G3.B3.S1.A1	CRT will attend the Title 1 meeting on requirements and parameters of the Extended Learning Grant and submit a plan to Title 1 for release of funds.	McMillan, Mary Lou	9/11/2015	Meeting Notes and Budget items	9/11/2015 one-time
G3.B3.S2.A1	Disaggregate FSA and STAR data for analysis and identify students in need of support in reading.	McMillan, Mary Lou	9/7/2015	Data report and recommendations for curriculum materials	4/22/2016 quarterly
G3.B3.S3.A1	Hire the teacher for our Title 1 extended learning tutor position and collaborate to develop a standards based intervention plan for students in grades kindergarten through fifth grade.	Johnson, Radean	9/28/2015	Curriculum maps completed, materials ordered, and tutoring groups are meeting twice weekly.	4/22/2016 quarterly
G3.B4.S1.A1	Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out program.	McMillan, Mary Lou	9/29/2015	List of students with their ELL status and STAR data.	5/20/2016 one-time
G3.B4.S2.A1	We will hold parent conferences at the end of the first and third nine weeks from 3:30-7:00 PM.	Johnson, Radean	10/30/2015	Parent sign in sheets and conference forms	4/15/2016 semiannually
G3.B4.S1.A2	Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD through out Title One Parent Resource Center. Provide them	Mayhugh-Rego, Tiffany	10/1/2015	Schedule with date and time as well as agenda of trainings.	5/2/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	with Training at flex times to accommodate parent schedules.				
G3.B4.S1.A3	Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.	Mayhugh-Rego, Tiffany	10/1/2015	Flex schedule approved by Mrs. Mayhugh.	5/2/2016 monthly
G1.MA1	Students will access reading software programs in all classrooms using Ipad and desktop computers. STAR Reading, Istation Reading, and Study Island Reading data will be used to monitor the progress of all ELL students.	McMillan, Mary Lou	8/24/2015	ELL students will demonstrate increased achievement levels in Reading and Language Arts on end of year assessments.	6/10/2016 quarterly
G1.B3.S1.MA1	Tech support will report server or access issues to the principal. Students will be able to access and use internet software programs using the Ipads.	Johnson, Radean	9/23/2015	Tech support will keep an implementation log and budget expenditures. Monitor usage reports of ELL students from Istation Reading and Study Island.	6/10/2016 quarterly
G1.B3.S1.MA1	Our technology support technician and principal will order the hardware necessary to implement the digital plan.	Johnson, Radean	9/14/2015	Access points will be installed in all classrooms and switches will be replaced on the servers.	1/11/2016 one-time
G2.MA1	Discipline referral logs and quarterly summary of discipline trends.	Johnson, Radean	8/24/2015	Discipline logs and reports in Skyward will be compiled for review and adjustments made based on this data.	6/9/2016 quarterly
G2.B1.S1.MA1	The PBS Team, and administrators will analyze behavior incident logs quarterly for bullying issues.	Johnson, Radean	8/24/2015	Excel spread sheet of behavior incidents and quarterly summary of behavior trends.	6/9/2016 quarterly
G2.B1.S1.MA1	Our Technology Support Technician and Instructional Dean will create a schedule for showing the videos to each grade level.	Stowell, Richard	10/5/2015	Video play list logs will be kept by the Technology Support Assistant.	6/9/2016 quarterly
G2.B1.S2.MA1	Discipline referrals for internet issues will be documented and compiled in Skyward. Leadership team will make decisions about internet safety issues based on this data.	Stowell, Richard	8/24/2015	Data will be discussed at the quarterly data meetings with the leadership team.	6/10/2016 quarterly
G2.B1.S2.MA1	Internet Safety Lessons will be documented in Media lesson plans and the assistant principal will monitor incidents involving students misusing the internet access granted through the school.	Stowell, Richard	8/24/2015	Students will use school technology and the internet with safety in mind. Incidents involving misuse of the internet will be documented and compared to last year.	6/10/2016 quarterly
G3.MA1	Analyze benchmark assessment data from STAR Reading and STAR Math, Study Island, and Writing midyear data to determine if increased student achievement has occurred.	McMillan, Mary Lou	1/22/2016	Pre and post test Excel worksheets completed and analyzed by leadership team and teachers.	6/10/2016 quarterly
G3.B1.S1.MA1	Principal and Assistant Principals will perform daily classroom walkthroughs to observe implementation of the integrated units. Students in Grades 1-5 will be assessed at the end of each nine weeks using STAR Reading and Math.	Johnson, Radean	8/17/2015	Walkthrough notes, teacher evaluation observation data, and lesson plans will be used to monitor implementation and document effectiveness. Benchmark assessment data will be used to determine the effects of the integrated curriculum on student achievement.	6/9/2016 daily
G3.B1.S1.MA3	Provide teachers additional time for professional learning and collegial planning for ELA, Math, and Science.	Brown, Terri	8/17/2015	Teachers will complete CIM planning chart for planning instruction and remediation as well as a data analysis chart for tracking student progress and planning intervention when needed.	6/10/2016 quarterly
G3.B1.S1.MA1	Grade level groups are required to participate in Professional Learning Communities and plan rigorous lessons,	Johnson, Radean	8/17/2015	Grade Levels will use a common template to plan units and document that all Florida Standards are taught to all students. Templates are uploaded to	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	activities, and projects that meet the requirements of the Florida Standards.			the share folder for review by administration.	
G3.B3.S1.MA1	Observations of the tutor remediating students identified as low performing in kindergarten, first, second, third, fourth, and fifth grades 2 times per week for 50 minutes.	McMillan, Mary Lou	10/12/2015	STAR Reading and Istation ISIP data will be compiled and analyzed for participating students	5/12/2016 quarterly
G3.B3.S1.MA1	Develop budget and allocations for a teacher, an assistant, and materials for the reading extended learning program.	McMillan, Mary Lou	9/11/2015	Meeting Notes and Title 1 Grant Budget and expenditures	9/11/2015 one-time
G3.B4.S1.MA1	Request parent feedback on our parent I PAD check out program. Provide a short survey for the parents to complete once they have returned the I PAD.	Johnson, Radean	11/27/2015	Parent surveys and sign in sheets.	5/27/2016 quarterly
G3.B4.S1.MA1	A log of parents who check out I PADS will be turned into Mrs. Mayhugh each month. A member of the Leadership team will attend one of the offered trainings each month.	Mayhugh-Rego, Tiffany	10/16/2015	Sign-in sheets, meeting agendas and notes.	5/20/2016 monthly
G3.B3.S2.MA1	Analyze STAR and Study Island Benchmark data to determine if students in the tutoring program are increasing reading achievement levels.	McMillan, Mary Lou	9/7/2015	Increased reading achievement scores such as grade equivalency on STAR Reading assessments.	4/22/2016 weekly
G3.B3.S2.MA1	School Leadership team will meet to determine if we are meeting students' needs and make adjustments as needed.	Mayhugh-Rego, Tiffany	9/14/2015	Develop a list of resources that will address the needs of students attending the extended learning sessions. Use data analysis to make decisions concerning the resources to be used.	4/22/2016 weekly
G3.B4.S2.MA1	Parent sign in sheets	Johnson, Radean	10/30/2015	Parent sign in sheet and teacher feedback of conferences held.	4/15/2016 semiannually
G3.B4.S2.MA1	Review of parent conference forms	Mayhugh-Rego, Tiffany	10/30/2015	We will review the signed parent conference forms. We will also calculate percentage of parents attending the conference nights.	4/15/2016 semiannually
G3.B3.S3.MA1	Students in grades kindergarten through fifth grades will attend the scheduled intervention sessions twice weekly.	McMillan, Mary Lou	10/12/2015	Attendance rolls from the extended learning classes will be entered into the K Drive daily and monitored by the Title 1 department.	4/22/2016 weekly
G3.B3.S3.MA1	The Literacy Coach and CRT will meet weekly with the tutor to determine the remediation needs of our students and to provide curriculum support.	Brown, Terri	10/12/2015	Modules and lesson plans for extended learning will be created and saved in the Share folder for review.	4/22/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

G3.B1 Implementation of the New Florida Standards-- Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the new standards in ELA and Math.

G3.B1.S1 Continue to develop integrated curriculums at all grade levels with emphasis on performance tasks, authentic work, technology, and project based learning.

PD Opportunity 1

All grade levels will participate in professional learning communities to strengthen instructional strategies for reading and math.

Facilitator

Terri Brown

Participants

All Instructional Staff

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to access reading instructional software to maximize their achievement in ELA.

G1.B3 Our school does not have wireless access points in every classroom so there are connection problems and dead zones in the school.

G1.B3.S1 The technology team has developed a Digital Classroom Plan to address connectivity issues, new hardware, and maintaining our servers.

PD Opportunity 1

Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.

Facilitator

Lake County Schools IT Department

Participants

Robin Harris

Schedule

Monthly, from 8/3/2015 to 8/7/2017

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

G3.B3 Extended Learning Grant Limitations-- Grant budget for extended learning will not pay for curriculum development or planning time for our extended learning teacher. Time is needed to analyze the student data and develop the curriculum for our extended Learning Program(in school) that meets the learning needs of our students in targeted content areas.

G3.B3.S1 Develop a plan to use Title One funds for an extended learning program.

PD Opportunity 1

CRT will attend the Title 1 meeting on requirements and parameters of the Extended Learning Grant and submit a plan to Title 1 for release of funds.

Facilitator

District Title 1 Office

Participants

Liz West

Schedule

On 9/11/2015

G3.B4 Parent Involvement-- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. Explaining how to help students with our rigorous curriculum has been challenging. Academic interaction attempts with parents are not well attended.

G3.B4.S1 Utilize the Title One Resource Center I PAD training and check out for targeted ELL students.

PD Opportunity 1

Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD through out Title One Parent Resource Center. Provide them with Training at flex times to accommodate parent schedules.

Facilitator

FSL and District Title 1 Office

Participants

Parents checking out I pads.

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Budget

Budget Data

1	G1.B3.S1.A1	Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	643-Computer Hardware Capitalized	0541 - Mascotte Elementary School	General Fund		\$18,000.00
<i>Notes: Notes Check this.</i>						
2	G2.B1.S1.A1	Choose the character building and anti-bullying videos from the selection on Safari Montage for school-wide viewing.				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$75.00
<i>Notes: Notes</i>						
3	G2.B1.S2.A1	The media specialist will plan and teach internet safety lessons appropriate for each grade level the first month of school.				\$0.00
4	G3.B1.S1.A1	All grade levels will participate in professional learning communities to strengthen instructional strategies for reading and math.				\$27,436.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	0541 - Mascotte Elementary School	Title I Part A		\$13,374.00
<i>Notes: Notes</i>						
	6400	120-Classroom Teachers	0541 - Mascotte Elementary School	Title II		\$14,062.50
<i>Notes: Notes These funds will be used for Subs and materials.</i>						
5	G3.B3.S1.A1	CRT will attend the Title 1 meeting on requirements and parameters of the Extended Learning Grant and submit a plan to Title 1 for release of funds.				\$0.00
6	G3.B3.S2.A1	Disaggregate FSA and STAR data for analysis and identify students in need of support in reading.				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	500-Materials and Supplies	0541 - Mascotte Elementary School	Title I Part A		\$9,500.00
<i>Notes: Notes: STAR reading and math and I Station subscription</i>						
7	G3.B3.S3.A1	Hire the teacher for our Title 1 extended learning tutor position and collaborate to develop a standards based intervention plan for students in grades kindergarten through fifth grade.				\$24,156.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	6190	130-Other Certified Instructional Personnel	0541 - Mascotte Elementary School	Title I Part A		\$19,325.00
			<i>Notes: Facilitator, Teacher and Teacher Assistant salaries</i>			
	5100	510-Supplies	0541 - Mascotte Elementary School	Title I Part A		\$4,831.00
			<i>Notes: Materials</i>			
8	G3.B4.S1.A1	Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out program.				\$0.00
9	G3.B4.S1.A2	Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD through out Title One Parent Resource Center. Provide them with Training at flex times to accommodate parent schedules.				\$0.00
10	G3.B4.S1.A3	Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.				\$0.00
11	G3.B4.S2.A1	We will hold parent conferences at the end of the first and third nine weeks from 3:30-7:00 PM.				\$0.00
					Total:	\$79,167.50