

Lake County Schools

Mascotte Elementary School



2016-17 Schoolwide Improvement Plan

Mascotte Elementary School

460 MIDWAY AVE, Mascotte, FL 34753

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	65%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	D

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	41

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mascotte Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mascotte Charter School's students will develop a growth mindset that inspires them to learn, grow, and achieve.

b. Provide the school's vision statement.

Our students will develop the confidence and the motivation to explore all of their possibilities.

2. School Environment

a. 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 August 25th was very well attended and provided an additional opportunity for parents, teachers, and students to communicate about expectations and build supportive relationships.

This year we have implemented a school wide Growth Mindset initiative. Our faculty and staff have worked hard to develop a mindset that encourages students to set goals, persevere, work hard, learn, grow and achieve. Our students are gaining confidence and growing academically.

b. 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 Instructional 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.

c. 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 Postive 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 students says "I was on green today" everyone understands that the student had a good day. Transversely if the students 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.

d. 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.

3. Early Warning Systems

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

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

Mascotte Elementary Charter School's Early Warning System is data driven. Attendance is above 95%.

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 Rtl 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	30	48	27	35	44	27	0	0	0	0	0	0	0	211
One or more suspensions	1	6	5	3	9	15	0	0	0	0	0	0	0	39
Course failure in ELA or Math	17	18	8	4	1	0	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	24	67	33	0	0	0	0	0	0	0	124

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	8	6	5	10	5	0	0	0	0	0	0	0	37

c. 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 and bring the student in to sign an attendance contract. 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 Monday and 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 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 45 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 3 well equipped computer labs which allows students in 1st through 4th grades to use the Istation reading and math programs 30 minutes daily in a lab setting. Fifth grade

students each have an HP Stream that is assigned to them to use in the classroom. All classrooms K-3 have 5 desktop computers and six I pads for student use so our students interact with curriculum through technology daily. Fourth grade has 12 I pads and 5 desktops for students use.

Level 1 on State Assessment- Our Acceleration Resource Teacher will spend 2.25 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We are targeting the parents for our FSL tested grades. We have I Pads in our parent resource center available for check out.

2. 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 and our business partners. 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 events and for our students..

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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 helps teachers develop intervention strategies for our underperforming students, provides teacher and staff professional development, and is a member of the MTSS team. In addition she oversees FLKRS, Istation, and parent involvement implementation. 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 analyzes our data for progress monitoring purposes and implements the Title 1 Intervention program. She manages our assessment programs such as; My Data First and 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.

2. 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 classroom based formative assessments and Istation and STAR Reading and Math assessments. Both are district and school based progress monitoring

assessment programs. Tier 1 students receive differentiated instruction in all subjects to meet their needs.

The MTSS/RtI committee holds meetings every 7 to 8 weeks to discuss the assessment data for students who have been identified as in need of interventions beyond the core curriculum(Tier 2). Student assessment data is collected then analyzed and compared to other students in the grade level to determine the effectiveness of the intervention(s) being received. Adjustments and changes to each student's plan is based on growth. If a student does not make progress with Tier 2 interventions, they are moved to Tier 3 which increases the intensity and frequency of the intervention. Our school schedule is designed to allocate daily RtI 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 RtI process. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS/RtI 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.

3 Teachers, 8 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Our SAI budget is 176,303.00. 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.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Terri	Instructional Coach
McMillan, Mary Lou	Other
Johnson, Radean	Principal
Campbell, Debbie	Instructional Media
Bledsoe, Laura	Teacher, K-12
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
Wilson, Ashley	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our major initiative this year will be the implementation of Growth Mindset with continued emphasis on Mentor Text and Annotating Text. The classroom teachers will use these strategies Growth Mindset to help our students learn grow and achieve. Our expectation is for students to develop a positive attitude toward productive struggle and the perseverance to work until success has been achieved. Mentor Text and Annotating Text will be used 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 specified Title One tutoring funds to hire two in school tutors to work with our under achieving students. The tutors are both certified elementary education teachers and will deliver small group instruction in reading to students identified as in need of intervention by our progress monitoring data from STAR Reading and Istation. One tutor will work with groups of 5-8 students per grade level four days per week for 45 minutes and the other will work with groups of primary students 2 days a week for 20 minutes.

In order to promote literacy in our lowest performing students we have hired a Accelerated Resource Teacher (ART) to provide intensive reading intervention for students that scored a level 1 on FSA last year. Our data indicates that vocabulary knowledge is one of our most deficient areas. Mrs. Szpek will focus on vocabulary development and reading skills. In addition she works with an identified group of ELL students to develop oral language skills to accelerate integration into our school environment. She tutors selected first and second grade students to work on literacy skills. Each group of students receive services for 90 minutes per week.

D. Public and Collaborative Teaching

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

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

Each grade level team schedules collaborative planning every Thursday. They meet and exchange ideas for teaching the Florida standards. The grade chairpersons keep a record of lesson ideas and teaching strategies discussed on the grade level planning form. Collegial planning is monitored by the leadership team.

Teachers are offered the opportunity to observe in peer or model classrooms throughout our school. Coverage is provided so that new teachers are able to learn instructional routines and classroom management techniques from experienced teachers.

Our school is fortunate to have Title II professional development money that will be used to provide each teacher with 3 days of training for standards based intervention. Teachers will work together to develop best practices and strategies to effectively implement standards based instruction and assessments with their students.

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

Administration attends the 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 offer 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 observe and recruit and potential teachers. We are able to evaluate their effectiveness and how they will work with our staff and student population.

3. 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 Team member. This person works closely with the grade level on the development of lesson plans and any other assistance that is needed with curriculum.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Teachers have ready access to grade level standards through CPALMS, McGraw Hill Wonders Florida Edition, Pearson Science Florida Edition, Engage Math and Florida Studies weekly. We have developed instructional materials resource rooms for Math and ELA, so that our resources are organized and stored for easy access by teachers.

Mascotte Elementary Charter 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 blueprints that we can use as resources to teach and assess the standards.

b. Instructional Strategies

1. 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. High achieving students progress to the more advanced skills through flexible groupings for instruction.

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.

Our students use IStation reading and math technology programs in the computer lab four days per week for students in first through 4th grades. Every fifth grade student has an HP Steam to use for technology based curriculum such as Istation reading and math as well as Accelerated math in the classroom. Kindergarten utilizes the IStation reading and math programs in their classrooms using desktop computers and Ipads. The Istation program adjusts to the students' learning needs and provides acceleration and remediation as needed.

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 4 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.

2. 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 45 minute specials time. Last year we implemented this strategy and data confirms the success of the program. The data indicated that 87% of our students demonstrated growth in reading as indicated either on the STAR reading assessment or the Istation reading assessment. We have one Elementary Education certified teacher that provides 24- 45 minutes session per week. Each of the selected students attends 2 - 45 minute sessions per week. This year we have added an additional tutor that provides 5 hours of remediation 2 days per week with students in grade K-2. Her focus is to remediate students on deficient foundational Literacy skills in Phonemic Awareness or Phonics.

Strategy Rationale

Mascotte Elementary's core curriculum and intervention programs have demonstrated success increasing achievement levels for lower quartile students scoring achievement level 1 on the FSA 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.

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 67.5 hours of additional instructions. Grades 1 and 2 will have two sessions. Each session will last for 45 days for a total of 33.75 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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 53% of our third grade students, 41% of our 4th grade students, and 43% 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.

Our fifth grade science data indicates that 43% of our students are proficient in Science.

B. 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, daily reading practice, support and small group standard based instruction. 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. Their lack of experiences limits the students' ability to inference and answer more complex and rigorous questions that requires critical

thinking.

Both of these factors contribute to our low achievement in Science.

C. Strategic Goals

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 increase ELA achievement levels to 54% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading will increase proficiency levels through rigorous practice and application of the ELA standards. In addition, we will monitor student progress through STAR Reading.
- G2.** 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 to 50% or above in targeted content areas.
- G3.** 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.

Strategic Goals Detail

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

G1. Mascotte Elementary Charter School's Technology Goal is to increase ELA achievement levels to 54% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading will increase proficiency levels through rigorous practice and application of the ELA standards. In addition, we will monitor student progress through STAR Reading. **1a**

G086802

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal **3**

- Our school needs to update our switches in our server rooms to better accommodate our access points and increase band width available in order for our students to more quickly access the internet and our software programs.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Our school has 326 student ipads and 406 desktop computers available for our students to use for learning.
- Mascotte Elementary operates 3 computer labs containing 92 desktops so that students in first through fourth grades have 30 minutes of computer lab time 4-5 days each week. Our fifth grade students each have an HP Stream assigned to them to work on technology based programs in their classrooms.
- Our students have access to Istation Reading and Accelerated Reading in order to practice and apply reading skills.

Plan to Monitor Progress Toward G1. **8**

Students will access reading software programs in all classrooms using Ipads, HP Streams, and desktop computers.

Istation Reading and Accelerated Reading usage and individual student progress toward proficiency will be monitored and analyzed each quarter.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

G2. 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 to 50% or above in targeted content areas. **1a**

G086803

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	63.0
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal **3**

- Implementation of the Florida Standards Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the standards in ELA, Math and Science.
- Our percentage of third, fourth, and fifth grade students that scored in the proficient range on the Florida Standards ELA Assessment is below 50%.
- 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.

Resources Available to Help Reduce or Eliminate the Barriers **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 an additional in-school tutor to work with kindergarten, first and second grade students one to two days a week on phonics skills. 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 provide 90 minutes per week sessions for reading intervention with grades 1 and 2. Reading Resource room has many supplemental teaching materials.
- Technology - Four computer labs with 22 computers each plus a scheduled 20 minute lab time daily for 1st - 4th grade students. Each kindergarten classroom will have at least 6 IPADS and 5 desktop computers for students to use phonics and reading software. Every fifth grade student has a HP Stream laptop assigned to them for use in the classroom. All teachers have an IPAD to use for instruction and demonstrations. Our students have access to IStation reading and math, ZEARN Math, Accelerated Math(2nd-5th) and Accelerated Reader.
- Professional Development-- Technology professional development is provided for teachers so that they become proficient at integrating technology based programs with content instruction. Our Title 1 science teacher provides support by providing students with an understanding of the relevance and everyday application of science principals in the science special area classes. Classroom teachers participate in a Standards Based Reading PLC paid for through Title 2 which provides teachers collaboration time to develop tools for standards based reading instruction. A school-wide Growth Mindset initiative has been implemented for all teachers, staff and students. Professional development using Title 1 funds is being provided for teachers and teacher assistants to increase their understanding of best practices and strategies.
- Parental Involvement funds through Title 1 are used to provide events such as Orlando Science Center Science Nights, books for our Eagle Family Picnic, and translators for our Parent Conference Nights.

Plan to Monitor Progress Toward G2. 8

Analyze benchmark assessment data from STAR Reading and STAR Math, Istation reading, and Writing midyear data to determine if increased student achievement has occurred. FSA assessment data will be used to determine if adjustments to curriculum and instruction is needed.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 8/31/2016 to 5/24/2017

Evidence of Completion

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

G3. 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

G086804

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	8.0

Targeted Barriers to Achieving the Goal 3

- Our students do not understand what behaviors are considered to be bullying.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mascotte Elementary Charter has Steps to Respect anti-bullying materials to use for classroom lessons. In addition, we have 2 guidance counselors who are able to meet with students experiencing behavior issues. Life Stream conducts on-site counseling for targeted students. We adhere to the Lake County School policy and all state laws for bullying.
- We have a workplace safety committee and a safety committee that meets 6 times per school year. in order to maintain a safe work environment. A full time Mascotte police Officer is 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.

Plan to Monitor Progress Toward G3. 8

Discipline referral logs and quarterly summary of discipline trends.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

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

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 increase ELA achievement levels to 54% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading will increase proficiency levels through rigorous practice and application of the ELA standards. In addition, we will monitor student progress through STAR Reading. **1**

 G086802

G1.B1 Our school needs to update our switches in our server rooms to better accommodate our access points and increase band width available in order for our students to more quickly access the internet and our software programs. **2**

 B230752

G1.B1.S1 The technology team has developed a Digital Classroom Plan to address connectivity issues, new hardware, and maintaining our servers. **4**

 S243441

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

Quarterly, from 8/8/2016 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.B1.S1 6

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

Person Responsible

Radean Johnson

Schedule

On 1/25/2017

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.B1.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, HP Streams, and desktop computers.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Tech support will keep an implementation log and budget expenditures spreadsheet. Tech will monitor usage reports for our technology based programs and report findings to administration.

G2. 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 to 50% or above in targeted content areas. 1

G086803

G2.B1 Implementation of the Florida Standards Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the standards in ELA, Math and Science.

2

B230753

G2.B1.S1 Continue to develop integrated curriculums at all grade levels with emphasis on standards based instruction, mastery of foundational skills(K-2), technology, and project based learning. 4

S243442

Strategy Rationale

The Florida standards content areas 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, standards based instruction workshops, and lesson studies to strengthen instructional strategies for reading, math and science.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 8/3/2016 to 5/19/2017

Evidence of Completion

Grade Level PLC Groups will meet to plan and discuss teaching strategies during collegial planning, teachers will attend SBRI workshops, and standards based lesson studies will be implemented at each grade level.

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

Grade level groups are required to participate in data driven Professional Learning Communities, weekly collegial planning and workshops to increase instructional effectiveness. Teachers are expected to plan/teach rigorous standards based lessons and plan performance tasks that meet the requirements of the Florida Standards. Our administrative team participates and monitors participation and implementation through walkthroughs, sign-in sheets, and progress monitoring data.

Person Responsible

Radean Johnson

Schedule

Weekly, from 8/3/2016 to 5/19/2017

Evidence of Completion

Grade Levels will create curriculum maps for all subjects to document instruction of all grade level standards. Teachers will use a common template to plan lessons and document that all Florida Standards are taught to all students. Templates, lesson plans, and maps are uploaded to the share folder for review by administration.

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

Principal and Assistant Principals will perform daily classroom walkthroughs to observe implementation of the standards based curriculum.

Students in Grades 1-5 will be assessed at the end of each nine weeks using STAR Reading and Math. Istation reading and math will be used for monthly progress monitoring in grades kindergarten through fifth. The Literacy First assessments for P.A., phonics, and fluency will be used to monitor progress in foundational skills in kindergarten, first, and second grades. Science Boot Camp materials will be used to monitor science achievement levels for 3rd-5th grade.

Person Responsible

Radean Johnson

Schedule

Daily, from 8/10/2016 to 5/26/2017

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 standards based curriculum on student achievement.

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

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

Person Responsible

Terri Brown

Schedule

Quarterly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Professional development sign-in sheets, agendas, and workshop surveys will be used to determine the completion and effectiveness of our professional learning opportunities.

G2.B2 Our percentage of third, fourth, and fifth grade students that scored in the proficient range on the Florida Standards ELA Assessment is below 50%. 2

 B230754

G2.B2.S1 Support Personnel for Intervention Classes Use Title 1 funds to hire two in-school tutors to work with targeted students in grades K-5. 4

 S243443

Strategy Rationale

Lower performing students need more time to practice and more exposure to curriculum in order to increase achievement levels and demonstrate growth.

Action Step 1 5

Implement Title 1 in-school tutoring program

Person Responsible

Mary Lou McMillan

Schedule

Daily, from 10/4/2016 to 4/4/2017

Evidence of Completion

Analyze the growth reports for student participating in the program

G2.B3 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. 2

B230755

G2.B3.S1 Utilize the Title One Resource Center I PAD training and check out for targeted ELL students.

4

S243444

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 G2.B3.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 G2.B3.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.

G2.B3.S2 Parent Conference Night 4

S243445

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 G2.B3.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 G2.B3.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.

G3. 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

G086804

G3.B1 Our students do not understand what behaviors are considered to be bullying. 2

B230756

G3.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

S243446

Strategy Rationale

Viewing the lessons on video will ensure that are students have a good understanding of what is considered to be bullying.

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 9/5/2016 to 5/19/2017

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 G3.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 9/5/2016 to 5/19/2017

Evidence of Completion

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

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

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

Person Responsible

Radean Johnson

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

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

G3.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

S243447

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 5/19/2017

Evidence of Completion

Media Specialist will document lessons in her lesson plans.

Plan to Monitor Fidelity of Implementation of G3.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 8/10/2016 to 5/19/2017

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 G3.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 8/10/2016 to 5/19/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B3.S2.MA1 M326313	Parent sign in sheets	Johnson, Radean	10/30/2015	Parent sign in sheet and teacher feedback of conferences held.	4/15/2016 semiannually
G2.B3.S2.MA1 M326314	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
G2.B3.S2.A1 A314978	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
G2.B3.S1.A2 A314976	Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD...	Mayhugh-Rego, Tiffany	10/1/2015	Schedule with date and time as well as agenda of trainings.	5/2/2016 monthly
G2.B3.S1.A3 A314977	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
G2.B3.S1.MA1 M326312	A log of parents who check out I PADS will be turned into Mrs. Mayhugh each month. A member of the...	Mayhugh-Rego, Tiffany	10/16/2015	Sign-in sheets, meeting agendas and notes.	5/20/2016 monthly
G2.B3.S1.A1 A314975	Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out...	McMillan, Mary Lou	9/29/2015	List of students with their ELL status and STAR data.	5/20/2016 one-time
G2.B3.S1.MA1 M326311	Request parent feedback on our parent I PAD check out program. Provide a short survey for the...	Johnson, Radean	11/27/2015	Parent surveys and sign in sheets.	5/27/2016 quarterly
G1.B1.S1.MA1 M326306	Our technology support technician and principal will order the hardware necessary to implement the...	Johnson, Radean	9/28/2016	Access points will be installed in all classrooms and switches will be replaced on the servers.	1/25/2017 one-time
G2.B2.S1.A1 A314974	Implement Title 1 in-school tutoring program	McMillan, Mary Lou	10/4/2016	Analyze the growth reports for student participating in the program	4/4/2017 daily
G3.MA1 M326320	Discipline referral logs and quarterly summary of discipline trends.	Johnson, Radean	9/5/2016	Discipline logs and reports in Skyward will be compiled for review and adjustments made based on this data.	5/19/2017 quarterly
G2.B1.S1.MA1 M326310	Grade level groups are required to participate in data driven Professional Learning Communities,...	Johnson, Radean	8/3/2016	Grade Levels will create curriculum maps for all subjects to document instruction of all grade level standards. Teachers will use a common template to plan lessons and document that all Florida Standards are taught to all students. Templates, lesson plans, and maps are uploaded to the share folder for review by administration.	5/19/2017 weekly
G2.B1.S1.A1 A314973	All grade levels will participate in professional learning communities, standards based instruction...	Mayhugh-Rego, Tiffany	8/3/2016	Grade Level PLC Groups will meet to plan and discuss teaching strategies during collegial planning, teachers will attend SBRI workshops, and standards based lesson studies will be implemented at each grade level.	5/19/2017 monthly
G3.B1.S1.MA1 M326316	The PBS Team, and administrators will analyze behavior incident logs quarterly for bullying issues.	Johnson, Radean	9/5/2016	Excel spread sheet of behavior incidents and quarterly summary of behavior trends.	5/19/2017 quarterly
G3.B1.S1.MA1 M326317	Our Technology Support Technician and Instructional Dean will create a schedule for showing the...	Stowell, Richard	9/5/2016	Video play list logs will be kept by the Technology Support Assistant.	5/19/2017 quarterly
G3.B1.S1.A1 A314979	Choose the character building and anti-bullying videos from the selection on Safari Montage for...	Stowell, Richard	9/5/2016	We will save a selection of character development and anti-bullying videos on a playlist in Safari Montage.	5/19/2017 quarterly

Lake - 0541 - Mascotte Elementary School - 2016-17 SIP
Mascotte Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1 M326318	Discipline referrals for internet issues will be documented and compiled in Skyward. Leadership...	Stowell, Richard	8/10/2016	Data will be discussed at the quarterly data meetings with the leadership team.	5/19/2017 quarterly
G3.B1.S2.MA1 M326319	Internet Safety Lessons will be documented in Media lesson plans and the assistant principal will...	Stowell, Richard	8/10/2016	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.	5/19/2017 quarterly
G3.B1.S2.A1 A314980	The media specialist will plan and teach internet safety lessons appropriate for each grade level...	Campbell, Debbie	8/10/2016	Media Specialist will document lessons in her lesson plans.	5/19/2017 one-time
G2.MA1 M326315	Analyze benchmark assessment data from STAR Reading and STAR Math, Istation reading, and Writing...	McMillan, Mary Lou	8/31/2016	Pre and post test Excel worksheets completed and analyzed by leadership team and teachers.	5/24/2017 quarterly
G1.B1.S1.MA1 M326305	Tech support will report server or access issues to the principal. Students will be able to access...	Johnson, Radean	8/10/2016	Tech support will keep an implementation log and budget expenditures spreadsheet. Tech will monitor usage reports for our technology based programs and report findings to administration.	5/24/2017 quarterly
G2.B1.S1.MA3 M326309	Provide teachers additional professional learning and collegial planning for ELA, Math, and...	Brown, Terri	8/24/2016	Professional development sign-in sheets, agendas, and workshop surveys will be used to determine the completion and effectiveness of our professional learning opportunities.	5/24/2017 quarterly
G2.B1.S1.MA1 M326308	Principal and Assistant Principals will perform daily classroom walkthroughs to observe...	Johnson, Radean	8/10/2016	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 standards based curriculum on student achievement.	5/26/2017 daily
G1.MA1 M326307	Students will access reading software programs in all classrooms using Ipads, HP Streams, and...	McMillan, Mary Lou	8/22/2016	All students will demonstrate increased achievement levels in Reading and Language Arts on end of year assessments.	6/1/2017 quarterly
G1.B1.S1.A1 A314972	Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.	Johnson, Radean	8/8/2016	Charter budget will reflect the digital expenditures associated with replacement and updates of the school's technology.	8/7/2017 quarterly

V. Professional Development Opportunities

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

G2. 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 to 50% or above in targeted content areas.

G2.B1 Implementation of the Florida Standards Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the standards in ELA, Math and Science.

G2.B1.S1 Continue to develop integrated curriculums at all grade levels with emphasis on standards based instruction, mastery of foundational skills(K-2), technology, and project based learning.

PD Opportunity 1

All grade levels will participate in professional learning communities, standards based instruction workshops, and lesson studies to strengthen instructional strategies for reading, math and science.

Facilitator

Terri Brown

Participants

All Instructional Staff

Schedule

Monthly, from 8/3/2016 to 5/19/2017

VI. 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 increase ELA achievement levels to 54% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading will increase proficiency levels through rigorous practice and application of the ELA standards. In addition, we will monitor student progress through STAR Reading.

G1.B1 Our school needs to update our switches in our server rooms to better accommodate our access points and increase band width available in order for our students to more quickly access the internet and our software programs.

G1.B1.S1 The technology team has developed a Digital Classroom Plan to address connectivity issues, new hardware, and maintaining our servers.

TA 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

Quarterly, from 8/8/2016 to 8/7/2017

G2. 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 to 50% or above in targeted content areas.

G2.B3 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.

G2.B3.S1 Utilize the Title One Resource Center I PAD training and check out for targeted ELL students.

TA 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

VII. Budget

1	G1.B1.S1.A1	Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.				\$23,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	643-Capitalized Hardware and Technology-Related Infrastructure	0541 - Mascotte Elementary School	General Fund		\$23,000.00
<i>Notes: Notes Check this.</i>						
2	G2.B1.S1.A1	All grade levels will participate in professional learning communities, standards based instruction workshops, and lesson studies to strengthen instructional strategies for reading, math and science.				\$31,913.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0541 - Mascotte Elementary School	Title I, Part A		\$3,300.00
<i>Notes: Notes These funds will be used for Subs.</i>						
	6400	120-Classroom Teachers	0541 - Mascotte Elementary School	Title I, Part A		\$10,518.00
<i>Notes: These Funds will used to pay Teacher Stipends.</i>						

Lake - 0541 - Mascotte Elementary School - 2016-17 SIP
Mascotte Elementary School

	6400	239-Other	0541 - Mascotte Elementary School	Title I, Part A		\$3,025.00
			<i>Notes: Renaissance Learning Consultant</i>			
	5100	140-Substitute Teachers	0541 - Mascotte Elementary School	Title II		\$15,070.00
			<i>Notes: Subs for our Standards Based Reading Instruction workshop</i>			
3	G2.B2.S1.A1	Implement Title 1 in-school tutoring program				\$23,895.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	130-Other Certified Instructional Personnel	0541 - Mascotte Elementary School	Title I, Part A		\$19,116.00
			<i>Notes: Salaries for tutors and site facilitator</i>			
	5100	510-Supplies	0541 - Mascotte Elementary School	Title I, Part A		\$4,779.00
			<i>Notes: Materials and resources for our in school tutoring program</i>			
4	G2.B3.S1.A1	Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out program.				\$0.00
5	G2.B3.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
6	G2.B3.S1.A3	Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.				\$0.00
7	G2.B3.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
8	G3.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	2016-17
			District-Wide	Title I, Part A		\$75.00
			<i>Notes: Notes</i>			
9	G3.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
					Total:	\$78,883.00