

Lake County Schools

Clermont Elementary School



2016-17 Schoolwide Improvement Plan

Clermont Elementary School

680 E HIGHLAND AVE, Clermont, FL 34711

<https://cel.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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

**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

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

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	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 Clermont 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.

Clermont Elementary School strives to create a challenging learning community where all members focus on high expectations for success through the development of young minds that allows for individual differences and learning styles. We engage with challenging academics while promoting a safe, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students' learning while encouraging our motto of "Cooperation Equals Success."

b. Provide the school's vision statement.

Clermont Elementary School is a place of high expectations that promotes collaboration between staff, parents and students to achieve academic excellence. We strive to develop responsible, caring students who are lifelong learners and are prepared to meet the challenges of a diverse, global society.

2. School Environment

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

Clermont Elementary works closely with our students, parents, staff, stakeholders of the community, and our district to develop and keep great teachers who build relationships with our students, our interest in the issue of school culture is even more pragmatic. We understand how we can use culture to meet their most important responsibilities: retaining successful teachers and helping students learn.

We make sure that we are sending diverse students signals that they do belong. Lack of cultural understanding can easily disrupt classroom learning. In order to do this, teachers make sure all students feel valued, teachers are aware of their own biases, work deeply to understand their individual students, bring heritage and community into the classroom through cultural activities, parent meetings are held on regular basis that are directed at particular subgroups and hold all students to a high academic standards. Teachers create links between home school through remind.com, websites and regular phone calls that help to enrich lessons as well as making sure students and parents are aware of upcoming events. By accepting that the understanding of culture is not equivalent to lower achievement, the relationship between teachers and students becomes stronger daily.

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

The administration, faculty, and staff work together to ensure that Clermont Elementary School is a nurturing environment that has consistent routines for the students and clear expectations for their behavior. The administration, faculty, and staff are dedicated to building positive relationships with students and are proactive if interventions are required. The school works together to ensure that any individual student needs are met while also providing the appropriate amounts of structure before, during, and after school.

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.

Our school has implemented the following programs and strategies to ensure a safe learning environment for our students; PBS, CHAMPS, Too Good for Drugs, Too Good for Violence and Bully Proofing Your School curriculum. Teachers will establish a uniform set of consequences including verbal warnings, reflective moments, office visits and discipline referrals. Administration will investigate any reports of bullying incidents as well as discipline referrals. Trainings for school personnel is performed at the beginning of the year and during faculty meetings throughout the year as needed. Training for school personnel have included the Bully Proofing Your School curriculum as well as training on the new county discipline referral documents and notification of revisions to the Student Code of Conduct. We have also added an emphasis for rewarding positive behavior through the use of our Panther Paws. It will encourage students to make positive choices in the classroom and report incidents of bullying or negative behavior.

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.

CES provides social/emotional support through several methods. Tier one behavior expectations and support through both CHAMPS and Panther Paws. Individual and group support through the guidance counselor. Also, on-going family and individual support through guidance referrals to various agencies for more intensive social/emotional needs. The classroom teacher provides support on a daily basis and monitors the students needs and forwards them to the guidance counselor at their discretion. If needed, the school social worker will collaborate with the classroom teacher and the leadership team to formulate a plan to support the needs of our students and their families.

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.

Currently, at Clermont Elementary School, the attendance rate is above 90%. As of October 5th, 2016, there were 47 students who had missed 3 or more days of school.

As of October 5th, 2016, CES has had no out of school student suspensions.

During the 2015-2016 school year, 16 students were retained due academic failure of either ELA and/ or Math.

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	8	4	7	6	11	11	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	1	3	6	1	2	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1	

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

Our school is in collaboration with the school social worker to continue the plan for increasing daily attendance at CES. The Leadership Team and classroom teachers are tracking daily attendance at school. Teachers are having data chats regarding target students. The school will continue to use resources suggested by the social worker to produce logs, attendance contracts, and parent letters to help our target students. The Leadership Team will continue to monitor attendance and other EWS data, as well as provide incentives to the students who achieve perfect attendance for each month.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313982>.

2. Description

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

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.

Our school consistently encourages members of the local community to become involved in our school activities and events. Administration, as well as leadership team members work closely with businesses, service clubs, and community stakeholders to secure donations, grants, volunteers and other resources to support our school, our teachers, and 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
Williams, Jeffrey	Principal
Schichtel, Kevin	Assistant Principal
Foote, Jennifer	Instructional Coach
Bobo, Barbara	Other
Aklan, Michele	School Counselor
Harlee, Jueanette	Instructional Coach
	Instructional Coach

b. Duties

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

Administration: Mr. Williams (Principal), Mr. Schichtel (Assistant Principal) - provides support to the faculty through the MTSS process, oversees the fidelity of the MTSS process, and will provide professional development for the faculty when needed.

Guidance Counselor: Michele Aklan - MTSS School-Based Coordinator - coordinates meetings and notifies members of dates and times and provides support for the teachers throughout the MTSS process.

Literacy Coach: Amanda Willis-Frye - helps identify strategies, resources, and materials for reading interventions.

Accelerated Resource Teacher: Jueanette Harlee - supports the teachers, staff, and leadership team with meeting the educational needs of the tier 2, tier 3, and ELL students by assisting with data analysis to drive instruction. The ART assists with facilitating the standards based instruction for the students by working with them directly in classrooms, but also by leading and attending professional learning communities and grade level collaboration times and providing professional development for the faculty, as a capacity builder.

Curriculum Resource Teacher: Jennifer Foote - identifies strategies, resources, and materials for academic interventions.

School Psychologist: Kindal Gillstedt - participates in collection of data, helps with analysis of data, provides support in the data-based decision making process, consults and meets with parents when needed, and provides professional development to the faculty if needed.

Speech Language Pathologist: Beth Bond - provides professional development to the team, individual grade levels, or the whole faculty on identifying language concerns, effective language interventions, and how to provide resources for students who are struggling with language development when needed.

School Social Worker: Rebekah Barnes - provides resources when needed to support children and families with academic, emotional, behavioral, and social concerns.

General Education Teachers: provides the team with information regarding common core curriculum, instruction, participates in data collection, and provides interventions for students.

Exceptional Student Education Teachers - collaborates with general education teachers when

needed to best meet the needs of students in the MTSS process and Exceptional Student Education.

ESE School Specialist: Barbara Bobo - provides knowledge on ESE programs, provides input on students who may already be in an ESE program, but are in MTSS for something else, provides ideas, resources, and strategies to assist students who are struggling academically or behaviorally.

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.

The MTSS team met with administration to help develop the SIP. We discussed what the needs of the faculty and staff are and what professional development and training we can provide. The MTSS team will look closely at school-wide data and determine areas that need to be addressed. If it is a curriculum issue, a plan to change the delivery of curriculum will be made and progress will be monitored to determine if the changes were successful. If it is determined that an individual student is having difficulty, the team will work with the classroom teacher in the implementation of a research-based intervention and decide the most effective way to monitor the progress. If after reviewing the progress monitoring data the intervention is unsuccessful, a different or more intensive intervention is then implemented. Progress will be monitored more often to determine success. The team will meet with each teacher at minimum three times this year. Initial meetings will occur after I-ready and I-station benchmark testing. Overall, the team will collaborate with teachers to look at data to identify students who need support, provide teachers assistance in determining appropriate interventions for students, assist in data collection and facilitating the graphing data, assist in monitoring the implementation of intervention programs, provide required observations and provide support of parent teacher conferences if needed, and will monitor and document required parent involvement in the MTSS process.

Title I, Part A-Economically disadvantaged:

Provide students additional remediation through resource teachers, paraprofessionals, a resource room with materials for parents and staff to check out, after-school programs and summer school.

Title I, Part C- Migrant:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

When students who are Migrant enroll the following will occur:

- Ensure student(s) are receiving free breakfast and lunch
- Take a needs assessment of the student:
- Is the child on grade level?
- Are they appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?
- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.

Title I, Part D - Neglected, delinquent, and at risk students:

The District supports the GED program and coordinates with the Drop-out Prevention programs

Title II - Students with Disabilities:

A range of needs-based services are provided for ESE students. Inclusion services in the Least Restrictive Environment are the desired target. SWD are provided differentiated instruction from highly qualified teachers within the mainstream, resource, and self-contained classes. IDEA funding is used to provide technology, resources, and materials to support under performing students in the SWD subgroup.

Title III:

The district curriculum department provides services for educational materials and support for ELL students.

Title X- Homeless:

District Social Workers coordinate with resources for students identified as homeless to eliminate barriers to a free and appropriate education.

When students who are homeless enroll the following will occur:

- Ensure student(s) are receiving free breakfast and lunch
- Complete a needs assessment of the student:
- Is the child on grade level?
- Are they appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they have fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?
- Ensure they have transportation to/from school and provide through McKinney/Vento if needed.
- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and/or math tutoring, or in-class instruction. We will keep parents informed of academic progress and any change of instruction.

Supplemental Academic Instruction (SAI):

SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance.

Violence Prevention Programs:

Positive Support integrated into the CHAMPs program that teaches students to respond in a positive manner to various obstacles. Continuation of "Too Good for Violence" and "Too Good for Drugs" will be occurring during the school year. Bully-Proofing Your School implementation plan will take effect in September, 2016, and continue throughout the school year.

Nutrition Programs:

School collaborates with various churches to provide weekend food for students qualifying for free and reduced lunch.

Literacy Teaching Assistant:

Works with teachers to pull small groups of students who are struggling with reading and comprehension skills and are needing additional support in the classroom.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeffrey Williams	Principal
Tom Nichols	Teacher
Eva Morgan	Education Support Employee
Melissa Lutz	Parent
Ashley Bourgeois	Parent
Jennifer Gedraitis	Education Support Employee
Jennifer Foote	Teacher

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 School Improvement Plan is discussed at School Advisory Council meetings and membership is given the opportunity to make comments and/or share concerns they may have. The public is also invited and urged to attend School Advisory Meetings which are held monthly in our Media Center Reading Room.

b. Development of this school improvement plan

Committees were formed from the school's leadership team and various grade level teachers who discussed the data, AMO's, resources, barriers, and strategies. Each committee developed goals for the school year and a professional development plan was created to meet the needs of those goals. The School Improvement Plan was developed and presented to the SAC for discussion and input. The SAC gave input and the various areas of concern were discussed and revisions were made. The plan was then emailed out each SAC member for further review.

c. Preparation of the school's annual budget and plan

The school's annual budget is analyzed for areas of concern. The SAC gives input on expenditure of the budget.

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

Hiring and purchasing of additional Teachers, Paraprofessionals, and resources available to assist in accelerating student achievement in Kindergarten through 5th Grade

Funding Source

Title I School Funds

Amount Needed

\$181,724

Licenses/updates for continued use of software programs, specifically Accelerated Reader for grades 1 and 2 and Star Read for all grades. Additional purchasing of Accelerated Math and Star Math also funded through Title I Budget.

Renaissance Learning, Inc programs purchased include: AR Enterprise Real Time Subscription Renewal (172 students), STAR Reading Enterprise Real Time Subscription Renewal (122 students), STAR Math (200 students), Accelerated Math (250 students)

Funding Source

Title I

Amount Needed
\$2,200

3rd - 5th grade students will be provided math and reading enrichment after school through Title I funds. The program will run twice a week starting October 25th until 3 weeks prior to FSA testing and will then run three times a week.. Additional assistance in math and reading should assist students struggling with those subject areas.

Funding Source
Title I District Funds
Amount Needed
\$15,254

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.

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
Williams, Jeffrey	Principal
Schichtel, Kevin	Assistant Principal
Foote, Jennifer	Other
Bobo, Barbara	Other
Aklan, Michele	School Counselor
Harlee, Jueanette	Instructional Coach
	Instructional Coach

b. Duties

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

This year, we will accelerate our third, fourth, and fifth grade students in English Language Arts, while providing a solid foundation in reading skills for the kindergarten, first, and second grade students. The LLT will support the teachers in making changes in instructional practices based on the data retrieved from Istation and Renaissance Place.

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.

Clermont Elementary School promotes positive working relationship between teachers by providing teams that provide support and a collaborative environment for all groups. The leadership team works to provide assistance to foster the collaborative planning and instruction. A member of the Leadership

Team is assigned to facilitate weekly PLC and collaborative meetings between teachers. Three times each year, we hire substitute teachers to allow grade level teams to work collaboratively with the support of the leadership team. Funding for substitutes teachers are provided through Title I funds.

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

Clermont Elementary School seeks to employ highly qualified personnel for each position. Each candidate is screened and interviewed by administration, with attention given to recommendations and references.

Administration and/or assigned staff attend the C2 Ready Collaborative Cohort meetings as scheduled, train the faculty in Professional Learning Communities, and oversee the implementation of the strategies throughout the school year.

TQR will attend district meetings and meet monthly with our District Instructional Coach to provide ongoing support for newer teachers.

Literacy Coach, CRT, and administration will work with grade level teachers conducting data chats and assisting with strategies to help improve student achievement.

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

Clermont Elementary School currently has 3 first year teachers. Teachers in their first or second year of teaching are provided support by having a peer teacher mentor and common plan time with grade level teams and content planning in PLC's.

If a new teacher is hired, then the following procedure takes place.

- Clermont Elementary School offers a nurturing work environment and support for all new hires. All instructional staff new to CES participates in a welcome meeting and Teacher Orientation Program.
- A variety of professional development opportunities are embedded throughout the school year by the school and by the district.
- We have 2 National Board Certified Teachers and 8 Clinical Education trained teachers who participate in mentoring activities with new teachers.
- District policy for hiring staff is followed and our goal is to have 100% of staff meeting Highly Qualified status.

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.

Clermont Elementary participated in the c2 Summer Leadership Academy which allowed the Leadership Team to focus on the critical elements of Professional Learning Community. The teams participate in biweekly PLC meetings that incorporate test item specifications, LCS Blueprints and Scope and Sequence. We have assigned grade level facilitators to participate and monitor the PLC Meetings. We have scheduled PLC planning sessions twice a week in an effort to align resources and

instruction to Florida's standards. The Leadership team also participates in the Instructional Review Focus Area Classroom Walk Through process and records both teacher and student evidence that instruction, student tasks, assessments, and curriculum is aligned to the full intent and rigor of 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.

The Leadership Team will meet weekly and develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students. The team will engage in the following activities:

Review universal screening data and links to the instructional and behavioral needs of all students; review progress monitoring at the grade level and classroom level to identify students who are meeting/

exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new process and skills.

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: After School Program

Minutes added to school year: 2,700

Through the use of Title I funds our third, fourth and fifth grade students will be selected for the after school academic enrichment based on prior data and teacher suggestion. The program will begin toward the end of October and extend until the week prior to FSA testing. Our plan is to provide free tutoring for 80 students from October 24th until March 23rd for a total of 36 days at 1.25 hours twice a week. The last three weeks of the program students will participate 3 times per week.

Strategy Rationale

To bring up the scores of our students scoring at Levels 1 and 2.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Foote, Jennifer, footej@lake.k12.fl.us

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

The leadership team will select students for the program based off of the 2016 FSA ELA results as well I-Station Data and/or teacher recommendation. A pre test and post test will be given to all students involved in the tutoring program. We will also study mid year I-ready and istation data to compare to the baseline results to measure growth as well. Additionally, teachers will use classroom observations and provide input throughout the program to determine if any changes need to be made to the strategy.

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.

Clermont Elementary School has 2 Pre-K units.

- Two exceptional student education units provide service for students with special needs beginning in pre-k, 1 Title 1 unit provides Pre-K services for those students qualifying as low socio economic. The Pre-K Handicapped program uses the Brigance Inventory of Early Learning and/or the Battelle Developmental Inventory to measure student abilities.
- Students are placed in the program based on chronological age. Their curriculum focuses on social skills, age appropriate pre-writing, reading, and math skills.
- Clermont Elementary regular Pre-K units use High/Scope Curriculum and VPK Assssment to measure student achievement performance. Reading, Math, Science and Social Studies are part of the Discovery Curriculum. This curriculum allows students to experience a smooth transition to Kindergarten.
- The VPK classes are funded through the state's Voluntary Pre-Kindergarten Program/Title 1. The Pre-Kindergarten ESE class is funded through IDEA and provides an additional 1080 hours of student

instruction.

- Teachers communicate with parents through newsletters and notes home. Each Pre-K teacher conducts articulation meetings with the parents.
- Clermont Elementary invites area preschools to visit the Kindergarten classes during the spring to get them ready for school. CES also holds Pre-K and Kindergarten Round Up activities in the spring to allow parents to register their students early for the following year.
- Clermont Elementary invites area middles to our campus to speak with our 5th grade students attending their school as incoming 6th graders. Some middle schools have the capacity to allow our students to visit their school while others send representatives to our campus to speak with them about opportunities they will have while attending middle school.

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.

N/A

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

N/A

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

Our students have the opportunity to visit our STEAM lab once every 5 days during their enrichment period. We have STEAM night for students and their families. Our 3rd, 4th, and 5th grade students are able to join our STEAM club activities which occur once a week on Monday.

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.

N/A

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Safe Schools Goal: We will maintain our Out Of School Suspension rate of 3% or less.
- G2.** By utilizing Early Warning Signs data, our school will increase attendance, positive student behaviors and maintain a safe and supportive environment for all students
- G3.** Teachers will use best practices and productively collaborate to understand, plan, deliver and differentiate standards based instruction in all content areas for all students

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. Safe Schools Goal: We will maintain our Out Of School Suspension rate of 3% or less. 1a

G086819

Targets Supported 1b

Indicator	Annual Target
	3.0

Targeted Barriers to Achieving the Goal 3

- New staff on campus may not be experienced in using CHAMPS, PBS strategies or Bully Proofing Your School curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bully Proofing Your School curriculum
- Too Good for Drugs
- Too Good for Violence
- Positive Behavior Support program - Panther Paws
- CHAMPS

Plan to Monitor Progress Toward G1. 8

Review discipline data on Decision Ed once a month. Continually review discipline incidents reported to office as well as bullying complaints which will be investigated immediately.

Person Responsible

Kevin Schichtel

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.

G2. By utilizing Early Warning Signs data, our school will increase attendance, positive student behaviors and maintain a safe and supportive environment for all students **1a**

 G086820

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent use of a system in place for reviewing data and developing action steps.

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

- Classroom Teachers
- Guidance Counselor
- Social Worker
- Acceleration Resource Teacher
- DecisionEd EWS Data

Plan to Monitor Progress Toward G2. **8**

Attendance will be reviewed on a monthly basis by the Leadership Team and the School Social Worker.

Person Responsible

Michele Aklan


Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Skyward, DecisionEd

G3. Teachers will use best practices and productively collaborate to understand, plan, deliver and differentiate standards based instruction in all content areas for all students **1a**

 G086821

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	62.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all content areas

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

- Leadership Team
- Curriculum Blueprints, Scope and Sequence
- Achieve the Core
- Collaborative Planning Structure
- I-ready Training
- istation Training
- Progress monitoring data
- Test item specs
- Computer Labs to prepare students for Computer Based Testing

Plan to Monitor Progress Toward G3. **8**

Standards based instruction will be monitored by conducting classroom walk throughs each week. Results will be analyzed during weekly leadership meetings

Person Responsible

Kevin Schichtel

Schedule

Weekly, from 10/24/2016 to 5/24/2017

Evidence of Completion

CWT data, schedule, agenda, sign in sheets

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

 = Problem Solving Step  S123456 = Quick Key


G1. Safe Schools Goal: We will maintain our Out Of School Suspension rate of 3% or less. 1

 G086819

G1.B1 New staff on campus may not be experienced in using CHAMPS, PBS strategies or Bully Proofing Your School curriculum. 2

 B230801

G1.B1.S1 Train all staff on how to be more aware of bullying instances using the Bully Proofing Your School curriculum. 4

 S243497

Strategy Rationale

If our staff is more aware on how to recognize and react to bullying situations, then we will be able to better provide a safe learning environment for our students

Action Step 1 5

Train all staff on Bully Proofing Your School as well as reporting process for bullying instances.

Person Responsible

Kevin Schichtel

Schedule

On 9/14/2016

Evidence of Completion

Power point from training, agenda, sign in sheets.

Action Step 2 5

Monitor discipline incidents reported to the office

Person Responsible

Kevin Schichtel

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor student discipline incidents reported to the office. Offer staff, students and parents to report bullying instances and remain anonymous if requested.

Person Responsible

Kevin Schichtel

Schedule

Monthly, from 9/14/2016 to 5/24/2017

Evidence of Completion

Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor student discipline incidents reported to the office.

Person Responsible

Kevin Schichtel


Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.

G2. By utilizing Early Warning Signs data, our school will increase attendance, positive student behaviors and maintain a safe and supportive environment for all students **1**


 G086820

G2.B1 Inconsistent use of a system in place for reviewing data and developing action steps. **2**

 B230802

G2.B1.S1 Implement weekly chats for reviewing our EWS data, specifically for those priority students.

4

 S243499

Strategy Rationale

If we implement, monitor and support weekly data chats of our EWS data, then we will see an increase in daily attendance rates.

Action Step 1 **5**

Leadership Team will discuss EWS data and priority students during weekly Leadership Meetings. ART will share EWS data and Guidance Counselor will share attendance data with team.

Person Responsible

Jueanette Harlee

Schedule

Weekly, from 9/1/2016 to 5/24/2017

Evidence of Completion

EWS Spreadsheets, lists of priority students, decreases in absences.

Action Step 2 **5**

Guidance Counselor will create and utilize an attendance monitoring process and provide instruction to teachers for daily use

Person Responsible

Michele Aklan

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Skyward, DecisionEd EWS data.

Action Step 3 5

Leadership Team grade level representative will disseminate EWS data and share best instructional practices during collaborative planning meetings each week with assigned grade levels.

Person Responsible

Jeffrey Williams

Schedule

Weekly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Collaborative planning agendas and minutes.

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

Develop and utilize PLC/Collaborative weekly meetings for supporting the dissemination of EWS data and instructional best practices

Person Responsible

Jeffrey Williams

Schedule

Weekly, from 10/24/2016 to 5/24/2017

Evidence of Completion

PLC agenda and minutes

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

Leadership Team will conduct weekly meetings to discuss effectiveness of this strategy

Person Responsible

Jeffrey Williams

Schedule

Weekly, from 10/24/2016 to 5/24/2017


Evidence of Completion

Leadership meeting agendas

G3. Teachers will use best practices and productively collaborate to understand, plan, deliver and differentiate standards based instruction in all content areas for all students **1**

 G086821

G3.B1 Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all content areas **2**

 B230803

G3.B1.S1 We will implement facilitated common planning weekly to support teachers planning and delivery of standards based instruction. **4**

 S243501

Strategy Rationale

If we implement weekly collaborative planning we will increase our teachers ability to deliver more rigorous standards based instruction.

Action Step 1 **5**

Establish a common planning/collaboration schedule in which a member of the leadership team will monitor each week. Focus will be on standards and alignment of tasks, pacing, and progress monitoring.

Person Responsible

Jeffrey Williams

Schedule

Weekly, from 10/24/2016 to 5/24/2017

Evidence of Completion

PLC agenda, lesson plans

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

Develop and utilize CWT tool based on instructional look fors to monitor the delivery of standards based instruction and adjust PLC expectations as needed during Leadership meetings

Person Responsible

Kevin Schichtel

Schedule

Weekly, from 10/24/2016 to 5/24/2017

Evidence of Completion

Lesson plans, classroom walk throughs, review data at weekly leadership meetings.

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

Leadership team will conduct weekly walkthroughs to measure the impact of having facilitated weekly PLC/collaboration meetings

Person Responsible

Jeffrey Williams
















Schedule

Weekly, from 10/24/2016 to 5/24/2017

Evidence of Completion

Leadership team meeting agenda, PLC agenda, CWT data

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.MA1  M326447	Attendance will be reviewed on a monthly basis by the Leadership Team and the School Social Worker.	Aklan, Michele	10/1/2015	Skyward, DecisionEd	6/9/2016 monthly
G1.B1.S1.A1  A315038	Train all staff on Bully Proofing Your School as well as reporting process for bullying instances.	Schichtel, Kevin	9/14/2016	Power point from training, agenda, sign in sheets.	9/14/2016 one-time
G1.MA1  M326442	Review discipline data on Decision Ed once a month. Continually review discipline incidents...	Schichtel, Kevin	9/1/2016	Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.	5/24/2017 monthly
G3.MA1  M326450	Standards based instruction will be monitored by conducting classroom walk throughs each week...	Schichtel, Kevin	10/24/2016	CWT data, schedule, agenda, sign in sheets	5/24/2017 weekly
G1.B1.S1.MA1  M326440	Monitor student discipline incidents reported to the office.	Schichtel, Kevin	9/1/2016	Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.	5/24/2017 monthly
G1.B1.S1.MA1  M326441	Monitor student discipline incidents reported to the office. Offer staff, students and parents to...	Schichtel, Kevin	9/14/2016	Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.	5/24/2017 monthly
G1.B1.S1.A2  A315039	Monitor discipline incidents reported to the office	Schichtel, Kevin	9/1/2016	Student discipline folders and referrals, staff surveys, bully investigation forms, DecisionEd.	5/24/2017 monthly
G2.B1.S1.MA1  M326443	Leadership Team will conduct weekly meetings to discuss effectiveness of this strategy	Williams, Jeffrey	10/24/2016	Leadership meeting agendas	5/24/2017 weekly
G2.B1.S1.MA1  M326444	Develop and utilize PLC/Collaborative weekly meetings for supporting the dissemination of EWS data...	Williams, Jeffrey	10/24/2016	PLC agenda and minutes	5/24/2017 weekly
G2.B1.S1.A1  A315040	Leadership Team will discuss EWS data and priority students during weekly Leadership Meetings. ART...	Harlee, Jueanette	9/1/2016	EWS Spreadsheets, lists of priority students, decreases in absences.	5/24/2017 weekly
G2.B1.S1.A2  A315041	Guidance Counselor will create and utilize an attendance monitoring procoess and provide instruction...	Aklan, Michele	9/1/2016	Skyward, DecisionEd EWS data.	5/24/2017 monthly
G2.B1.S1.A3  A315042	Leadership Team grade level representative will disseminate EWS data and share best insructional...	Williams, Jeffrey	9/1/2016	Collaborative planning agendas and minutes.	5/24/2017 weekly
G3.B1.S1.MA1  M326448	Leadership team will conduct weekly walkthroughs to measure the impact of having facilitated weekly...	Williams, Jeffrey	10/24/2016	Leadership team meeting agenda, PLC agenda, CWT data	5/24/2017 weekly
G3.B1.S1.MA1  M326449	Develop and utilize CWT tool based on instructional look fors to monitor the delivery of standards...	Schichtel, Kevin	10/24/2016	Lesson plans, classroom walk throughs, review data at weekly leadership meetings.	5/24/2017 weekly
G3.B1.S1.A1  A315045	Establish a common planning/ collaboration schedule in which a member of the leadership team will...	Williams, Jeffrey	10/24/2016	PLC agenda, lesson plans	5/24/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Train all staff on Bully Proofing Your School as well as reporting process for bullying instances.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Clermont Elementary School			\$0.00
Notes: No Funding Necessary						
2	G1.B1.S1.A2	Monitor discipline incidents reported to the office				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Clermont Elementary School			\$0.00
Notes: No Funding Necessary						
3	G2.B1.S1.A1	Leadership Team will discuss EWS data and priority students during weekly Leadership Meetings. ART will share EWS data and Guidance Counselor will share attendance data with team.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Clermont Elementary School			\$0.00
Notes: No Funding Necessary						
4	G2.B1.S1.A2	Guidance Counselor will create and utilize an attendance monitoring process and provide instruction to teachers for daily use				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Clermont Elementary School			\$0.00
Notes: No Funding Necessary						
5	G2.B1.S1.A3	Leadership Team grade level representative will disseminate EWS data and share best instructional practices during collaborative planning meetings each week with assigned grade levels.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Clermont Elementary School			\$0.00
Notes: No Funding Necessary						

Lake - 0041 - Clermont Elementary School - 2016-17 SIP
Clermont Elementary School

6	G3.B1.S1.A1	Establish a common planning/collaboration schedule in which a member of the leadership team will monitor each week. Focus will be on standards and alignment of tasks, pacing, and progress monitoring.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Clermont Elementary School			\$0.00
			<i>Notes: No Funding Necessary</i>			
Total:						\$0.00