

Scott Lake Elementary School



2016-17 Schoolwide Improvement Plan

Scott Lake Elementary School

1140 COUNTY ROAD 540A E, Lakeland, FL 33813

<http://schools.polk-fl.net/scottlake>

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	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**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 Polk 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Scott Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

With the support of family and community, our mission at Scott Lake Elementary is to cultivate joy and pride in learning, so that students will become caring responsible citizens and lifelong learners.

b. Provide the school's vision statement.

With school, family, and community working together, Scott Lake Elementary will cultivate joy and pride in learning so that students will become caring, responsible citizens and lifelong learners.

2. School Environment

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

The school organizes events to foster the relationship between teachers, students, and their families. Back to School night and the Title I Annual Parent Meeting is held in the first few weeks of school so the parents can meet their child's teacher and learn about the school's goals for parent involvement and academic achievement. Grade levels prepare parent nights where the students share work and teachers present at-home curriculum activities and grade level information. Scott Lake also participates in the district WE3 Expo as a way of showcasing the opportunities the school affords students, and as another way of reaching out and getting to know potential families. When working with parents and students, our staff incorporates the Ruby Payne strategy of building relationships and meeting the family at their point of need so as to better understand their perspective and reach them more effectively. Our school social worker and guidance counselor also play an important role as the liaison between the school and those families that are not able to make school appointments or who may need assistance in becoming better acclimated to the school.

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

Scott Lake has protocols and procedures that are enacted school-wide by all staff that demonstrates that student safety is a main priority. A School Emergency Response Team (SERT) has been implemented to establish appropriate practices in case of an emergency. Students are monitored at all times while on campus both before, during, and after school. Students are assigned an area of the campus where they must go to wait until the bell rings in the morning, and school personnel are assigned to these areas to monitor the students. During afternoon dismissal, school personnel are again assigned to key areas throughout the school so that the students are constantly under adult supervision. To further support Kindergarten students, 5th-grade patrol students escort the kindergartners to their dismissal location. Additionally, security cameras have been strategically located in the main office, the front parking lot, the service gate behind the cafeteria, and the student drop-off portion of the car line to provide added security for both students and staff. Scott Lake Elementary is implementing the principles of the 7 Habits of Highly Effective People that is incorporated within the transformational process found in The Leader in Me book by Stephen Covey. The focus is to teach students the necessary 21st century leadership and life skills and strengthen the school culture by empowering students based on the idea that every child can be a leader.

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.

Scott Lake is proud to be a PBS/CHAMPS school. The school-wide expectations are posted throughout the campus and in each individual classroom. Teachers develop behavior interventions to be used in the classroom with the support of the guidance counselor. Students who are not successful with the CHAMPS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team and parents are involved in developing a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent permission. A functional behavior assessment is conducted for 10 school days for these Tier 3 students. The results are analyzed to determine if further intervention is needed.

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.

Scott Lake uses our school-wide PBS/CHAMPS plan and The Leader in Me principles to meet the social-emotional needs of all students. Students who require further intervention in this area may receive a daily check-in/check-out intervention at the Tier 2 level of support. Students requiring additional intervention can receive a Tier 3 level of support which could lead to possible Exceptional Student Education services (ESE). ESE students and 504 students are eligible for mental health counseling.

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.

Scott Lake uses the following early warning indicators to identify the at-risk population: Absent 10% or more of the days enrolled regardless of whether the absence is excused, unexcused, or a result of out-of-school suspension; over-age 2 or more years for the grade level; the total number of ISS/OSS days that is greater than 3; course failure in English Language Arts or mathematics; a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	13	10	11	10	6	16	0	0	0	0	0	0	0	66
One or more suspensions	6	11	11	10	25	9	0	0	0	0	0	0	0	72
Course failure in ELA or Math	7	2	1	0	5	2	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	23	28	32	0	0	0	0	0	0	0	83
Over-age 2 or more years for the grade level	0	0	0	2	2	0	0	0	0	0	0	0	0	4

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	1	0	1	0	9	8	0	0	0	0	0	0	0	19

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

Scott Lake employs a variety of intervention strategies to improve the academic performance of the students identified by the early warning system. For attendance issues, teachers follow the district guideline of letters being sent home notifying parents that their student's absences have become excessive. If absences continue, parent meetings are scheduled with the school's problem-solving team and the social worker becomes involved by making home visits as necessary.

For academic and behavioral concerns, teachers develop behavior/academic interventions to be used in the classroom. Students who are not successful with the PBS/CHAMPS program or Tier 1 interventions are referred to the MTSS team for further behavioral and academic interventions. The MTSS team and parents are involved in developing a Tier 2 behavior and/or academic plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior/academic plan with parent permission. Scott Lake also uses our school-wide PBS/CHAMPS plan; the "Operation Hedgehog" program; The Leader in Me, 7 Habits principles; and Tier 2 check-in/check-out support to meet the behavior and academic needs for these students. Students requiring intensive intervention can receive a Tier 3 level of support, which could lead to possible Exceptional Student Education (ESE) services.

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/316028>.

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.

Scott Lake includes business partners in School Advisory Committee activities. We encourage the partners to participate in monthly meetings where various school issues are discussed and voted upon. These include but are not limited to the following: approval of the School Improvement Plan, analysis of school data and annual performance, voting on lottery fund expenditures, and review of the District Strategic Plan. Business Partners are highlighted on the school marquee, through school spirit nights, and included in the school newsletter, providing advertisement for their businesses.

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
Reimer, Dr. Ruth	Principal
Kaufmann, Ron	Assistant Principal
Shim, Candace	School Counselor
Thomas, Jackie	Instructional Coach
Latham, Jennifer	Teacher, K-12
Single, Tracy	Teacher, ESE
Hutchins, Katrina	Instructional Coach
Husted, Shelby	Teacher, K-12
Payne, Mallory	Teacher, K-12
Widner, Deborah	Instructional Media

b. Duties

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

Members of the Leadership Team assist with the development of the SIP. The team provides strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction (Rigor, Relevance, and Relationship) and provide relevant professional development and modeling as needed. Information is used to understand barriers, determine the effectiveness of the strategies, and determine which evaluation tools should be used.

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.

To identify and align all available resources in order to meet the needs of all students and maximize desired student outcomes, the school leadership uses the following data:

- Baseline Data: K - 5 Beginning-of-the-year Writing Assessment, Grades 3 - 5 FAIR, K- 2 STAR Early Literacy Enterprise, Florida Standards (FSA), Florida Standards Alternate Assessments (FSAA), ACCESS, Classroom Assessments, Lowest 30% data
- Progress Monitoring: Grades 3 - 5 FAIR, 3 - 5 STAR, K-2 STAR Early Literacy Enterprise, Levels of Mastery, Tier II and Tier III Progress Monitoring Tools, Go Math Assessments, Reading Wonders Weekly and Unit Assessments, District IBTP Assessments
- Midyear: Grades 3 - 5 FAIR, K-2 STAR Early Literacy Enterprise, District Mid-term Assessments,

K-5

Mid-term Writing Assessment, Classroom Assessments, K-2 Reading Wonders Diagnostic Assessments

- End-of-year: Grades 3 - 5 FAIR, FSA, FSAA, ACCESS, District Final Assessments, Classroom Assessments, K-5 End-of-year Writing Assessment, K-2 STAR Early Literacy Enterprise; K-2 Reading

Wonders Diagnostic Assessments

- Frequency of Data Days: Grades 3 - 5 FAIR - 3 times a year, 3- 5 STAR, K-2 STAR Early Literacy Enterprise - 3 times a year; K-2 Reading Wonders Diagnostic Assessments - 3 times a year; K-5 District

Writing Assessment - 3 times a year; FSA Yearly; FSAA - Yearly; ACCESS - Yearly; Classroom Assessments - Chapter and Unit Tests; Tier II and Tier III - as defined by the students' Intervention Plan;

Lowest 30% data - Quarterly

The data obtained from these assessments taken throughout the year are used to problem solve and help determine how to apply resources for the highest impact. For instance, ESE and ESOL students are clustered in order to maximize the ESE Inclusion Teacher and ESOL Paraprofessional's time with this student population. Therefore, determination is made through discussions with these teachers, the general education teacher, and the leadership team, along with an analysis of student data, to determine how many inclusion and ESOL clustered classes may be needed each year. The principal is responsible for conducting the planning sessions and the leadership team meets on a weekly basis to discuss present and future personnel and/or instructional needs. Scott Lake is a newly designated Title 1 school and receives additional federal supplementary dollars. The majority of the funds recieved went to purchase additional support personnel (a literacy coach and an interventionist) for grades K-2 and a grades 3-5 instructional paraprofessional. The school is also fortunate to be strongly supported by the PTO Board and community business partners that provide supplemental funds for student and teacher instructional needs. The School Technology Services (STS) department provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. The department also provides additional hardware/equipment the school may need when supplemental funds are available. The Hearth program, funded through Title X, provides support for identified homeless students. Students with housing needs are referred to the Homeless Student Advocate. An electronic tracking system, data base, or spreadsheet is maintained for the resources purchased with these funds.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Reimer, Ruth	Principal
Brown, Creigh	Parent
Houk, Andrew	Parent
Hutchins, Katrina	Education Support Employee
Bayt, Sonja	Parent
Fernandez, Ana	Education Support Employee
Shim, Candace	Education Support Employee
Thomas, Jackie	Education Support Employee
Marino, Robyn	Business/Community
Kaufmann, Jr. Ronald	Education Support Employee
Zimmerman, Stephanie	Teacher
O'Steen, Jennifer	Teacher
Katzaras, George	Business/Community
Kumria, Tiffany	Parent
Burgos, Elina	Parent
Dudley, James	Parent
Humphries, Kevin	Parent
Chambers, Lena	Parent
Redding, Artesha	Parent

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

Each year the principal provides a presentation on the school improvement plan to the SAC committee. The goals, barriers, and budget are reviewed with the members who are given a copy of the plan. A question and answer time is provided after the presentation, after which the plan is voted on for approval.

b. Development of this school improvement plan

Scott Lake's SAC Committee members assist in the development of this year's school improvement plan in the following ways:

- Operates within the boundaries of School Board policy and State legislation
- Assist in developing and reviewing school vision statement, goals and objectives
- Analyze School Grade and AMO Reports
- Solicit input from peer groups regarding school improvement
- Vote on the expenditure of SAC Allocation Funds, School Recognition Funds and Lottery Funds
- Review all funds reported in School Improvement Plan
- Support school improvement implementation
- Provide ongoing evaluations of school improvement progress
- Approves use of A+ money when awarded

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

In preparing the school's annual budget and plan, the SAC committee offers suggestions as to how they would like to see the available funds used. The committee's priorities lie in the areas of student learning and how what is purchased will impact the learning and instruction of students.

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

School improvement funds allocated last year (2015 - 2016) are as follows:

PTO Funds

- Families in Need 200.00
- Angel Tree 72.25
- School Clothes Closet 105.26
- Kindergarten 1st Day of School BooHoo/Yahoo 25.24
- Brain Pop 2,295.00
- Teacher Lead Money 3,648.08
- Teacher Grants 1,853.27
- AR Program 662.88
- Agendas 2,420.66
- Kindergarten Round-up 20.48
- Doughnuts with Dads & Muffins with Moms 549.37
- Tutoring Snacks 394.26
- Audio Equipment 4,486.47
- Light Speed System 1,030.00
- SMART Board 1,090.00

School Media Funds

- Library books to support curriculum 4,757.38
- Scholastic Book Fair Funds used to build media resources 3,052.55
- Library Media Materials Funds used to build book resources 900.00

Technology Funds

From District School Technology Services

- EVTV Camcorder 1,234.00
- Laptop Replacements 10,000.00

From School Budget

- Ink 5,941.61
- Copier 649.10
- SMART Boards (2) 2,180.00
- Document Cameras (3) 1,207.50
- Keyboards 209.65
- Digital Camera 83.88
- Headsets 306.82
- Reading Wonders Handwriting Workbooks (Print Shop) 672.00

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
Reimer, Dr. Ruth	Principal
Kaufmann, Ron	Assistant Principal
Thomas, Jackie	Instructional Coach
Widner, Deborah	Instructional Media
Latham, Jennifer	Teacher, K-12
Shim, Candace	School Counselor
Hutchins, Katrina	Instructional Coach
Davis, Judy	Teacher, K-12

b. Duties

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

For the 2016-2017 school year, the LLT has a focus on Literacy Skills & Writing for both process writing and writing across the content areas. The framework for a school-wide literacy plan has been created and will be expanded and developed fully throughout the school year. Relevant professional development in the areas of English Language Arts and reading/writing across the content areas will be provided throughout the year in an effort to support teacher understanding of and fidelity in fully implementing the Florida Standards for English Language Arts. The instructional resource teacher will continue to support teachers in grades 3-5, the Title I, K-2 Literacy Coach, a K-2 Reading Interventionist and a grades 3-5 Instructional paraprofessional has been added to the staff to support teachers and/or students in curriculum development, instructional strategies, and instructional support during collaborative planning meetings, student support in class, and with modeling as needed. Attendance issues will also be addressed with the leadership team and interventions will put into place for teachers to track chronic students allowing them to communicate with families in an attempt to change the patterns. The social worker will also serve as a support system for the cases that are in need of further intervention.

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.

Grade levels have a common planning time where all teachers at the grade level are able to provide input and receive assistance with their lesson planning. Grade levels meet a twice a week to plan collaboratively to ensure that all members of the team are receiving support when needed. Scott Lake's social committee also provides a once-a-month get together before school where teachers can gather for coffee and doughnuts as well as planning the beginning-of-the-year welcome back breakfast, the Christmas Social, end-of-year breakfast, and providing flowers, cards, and support for staff members who are ill or have lost a loved one. The school also provides a monthly "Spotlight Celebration" to celebrate the successes and innovative ideas that teachers are experiencing in the classroom.

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

In order for Scott Lake to recruit, develop, and retain highly qualified, certified-in-field effective teachers the following strategies are used:

- Provide on-going professional development (District Curriculum Coaches, Teacher Leaders, Instructional Resource Teacher, Literacy Coach, Administration)
- Provide a mentor for teachers in the Professional Education Competence (PEC) Program (Instructional Resource Teacher, Administration)
- Provide instructional support through the use of Paraprofessionals and ESE Inclusion Teachers, the K-2 Literacy Coach, the K-2 Reading Interventionist, the 3-5 Instructional Paraprofessional, and the Instructional Resource Teacher
- Provide monthly support to new-to-the school teachers

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

Teachers will be assigned mentor teachers based on expertise and grade level to help with planning and curriculum delivery. Weekly meetings are held in order to review instructional successes and areas in need of support. Team Leaders and/or the Instructional Resource Teacher serve as mentors in order to provide support that is available throughout the day.

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.

Scott Lake ensures its core instructional programs and materials are aligned to Florida's standards by utilizing the standards in all aspects of professional development, resource management, collaborative planning, and instructional practices. Each teacher/grade level follows the district learning maps which are based on the standards as well as developing a Levels of Mastery for the overarching standard in the math, ELA, or science subject area for which they are assigned. Teachers also use the higher-order thinking, 5E Teaching Model to teach math and science so that students develop a deeper understanding of the standards and overall subject matter. The leadership team provides on-going training/review of standards, and collaborative planning sessions include a review of the content specifications and assessment limits to ensure that the standards are being taught to full capacity in each grade level/classroom. Vertical discussions are included in faculty meetings and Collaborative Planning Meetings to communicate expectations before and after each grade level. Lesson plans are reviewed a week prior to instructional delivery so that the administration is aware of standards being taught and to what extent the assessment will measure proficiency.

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.

Scott Lake uses data to drive academic instruction. Students who score in the bottom 30% of a grade level are placed in daily small groups for increased instruction. Tier 2 students are served daily for 30 minutes and progress monitored every two weeks. Students at the Tier 3 level receive an additional 60 minutes a week. Teachers use in-class assessments to determine flexible groups depending upon needed skills. These sessions utilize leveled resources from the district adopted reading series as well as other research based materials.

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: Summer Program

Minutes added to school year: 8,400

Power Up Summer Literacy Program is offered to K-2 students that are in need of remediation prior to promotion to the next grade level.

Strategy Rationale

By providing at-risk students the additional opportunity to strengthen their core literacy skills, this population of students should enter the next grade better prepared to achieve reading success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reimer, Dr. Ruth, ruth.reimer@polk-fl.net

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

Data that will be collected and analyzed to determine effectiveness of the strategy are Power Up Assessments and STAR Early Literacy Enterprise scores.

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.

Scott Lake Elementary has numerous activities to assist students in their transition to elementary school and our 5th graders transition to middle school. For our incoming Kindergartners, our school provides a Pre-K Exceptional Student Education unit and two Early Intervention Pre-K units. Throughout the course of the year, Pre-Kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. Kindergarten round-up, which takes place in the spring, will include school informational packets for families, a campus tour, and a school orientation delivered by administration and kindergarten teachers. Local day cares and other Pre-K programs are invited through the local media, newsletters, and School Messenger will advertise all transition activities. Pre-K teachers use various techniques (observation, assessment, parent feedback), in monitoring the students' readiness. Once the pre-kindergarten students begin kindergarten, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of the school year. The data is disaggregated and the results aid in creating a target list of students who are considered high risk.

Students who are found to have low readiness rates, are monitored and evaluated carefully. The district provides support personnel to model best practices, work with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assisting in the constant monitoring of students' progress. Parent feedback is another tool used in evaluating the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills.

Our 5th grade students are acclimated to the middle school setting through a shadowing day at the end of the school year where they attend the feeder middle school and shadow a 6th grade student so they are able to experience a typical middle school day. Scott Lake also has an accelerated program available for 5th grade students should enough students qualify. These students take a 6th grade English Language Arts and/or a Mathematics middle school course preparing them for the middle school academic expectations while giving them middle school credit for successful completion. If enough students do not qualify for a class unit to be warranted at the school, then taking the class through Polk Virtual School or Florida Virtual School is offered. Collaboration between district curriculum coaches, the instructional resource teacher, the elementary teachers, and middle school teachers is on-going so as to ensure quality alignment of curriculum and a smooth transition at year's end.

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.

Scott Lake uses a variety of strategies to advance college and career awareness. For the 2016-2017 school year, the school is continuing to focus on the many colleges and universities in Florida, Ivy League schools, and the schools that the staff have attended for students to consider attending after high school graduation. A bulletin board has been set up in a prominent hallway with college pennants as a catalyst for discussions between students, parents, and teachers. Classroom teachers are also encouraged to post information in their classrooms about their own Alma Mater for the students to see and discuss. All classrooms post a "Serving the Class Of....." sign to set the expectation of high school completion. In an effort to strengthen pro-work skills, character education, in conjunction with PBS/CHAMPS and The Leader in Me book, will be emphasized with a college and career ready theme. The school provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day with follow-up writing activities that encourage the students to analyze and synthesize the information taken away from these experiences.

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.

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.** If students are consistently engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals.
- G2.** If all teachers and staff incorporate the behavioral strategies from CHAMPS/PBS and the 7 Habits from the book *The Leader in Me* throughout the school day the number of discipline incidents will decrease to or below the school's projected targets.

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. If students are consistently engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals. 1a

G087072

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	84.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Relevant Professional Development, Professional Learning Communities, Collaborative Lesson Planning, District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders
- District Learning Maps, Reading Wonders Series, Go Math Series, Common Core Streaming, Accelerated Reader
- FAIR, Benchmark Assessments, District IBTP Assessments, Reading Wonders Diagnostic Assessments, IDEAS

Plan to Monitor Progress Toward G1. 8

Leadership Team will meet to discuss progress toward meeting the goal.

Person Responsible

Dr. Ruth Reimer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership Team Meeting Notes, Journey Feedback, Classroom Monitoring Observations, K-2 STAR Early Literacy data, Grades 3 - 5 FAIR data, MTSS Progress Monitoring Data, Classroom Assessments, FSA, FSAA, and ACCESS test data

G2. If all teachers and staff incorporate the behavioral strategies from CHAMPS/PBS and the 7 Habits from the book The Leader in Me throughout the school day the number of discipline incidents will decrease to or below the school's projected targets. 1a

G087073

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	274.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation and reinforcement of the concepts, strategies, and habits from CHAMPS and The Leader in Me with the students by teachers and staff.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Assistant Principal, Guidance Counselor, Teacher Leaders
- CHAMPS resources, The Leader in Me book, The Leader in Me resources

Plan to Monitor Progress Toward G2. 8

The Leadership Team will meet to discuss progress toward meeting the goal.

Person Responsible

Dr. Ruth Reimer

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Leadership Team Collaborative Planning Logs, Teacher Feedback, Classroom Monitoring Observation

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. If students are consistently engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals. **1**

 G087072

G1.B1 Inconsistent instructional delivery and implementation of curriculum from teacher to teacher. **2**

 B231463

G1.B1.S1 The Title I Literacy Coach and the Instructional Resource teacher will facilitate teacher collaborative lesson planning and administration will maintain a high presence in classrooms and Collaborative Planning Meetings, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics will include Authentic Writing Across the Curriculum, Effective Collaborative Planning Sessions, and Implementation of the School-wide Literacy Plan. Weekly Collaboratively Planning Meetings will focus on effective teaching strategies, the Florida Standards, student data with a follow-up that identifies teachers needing additional support. **4**

 S244215

Strategy Rationale

Assisting teachers with collaborative lesson planning and providing relevant professional development in areas of need will improve effective implementation of inquiry-based, differentiated instruction with authentic writing assignments.

Action Step 1 **5**

Assist teachers in collaborative planning, higher order questioning and discovery methods, and authentic writing during Collaborative Planning Meetings.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Classroom Monitoring Observations, Student Work Samples

Action Step 2 5

Provide professional development on the following topics: School-wide Literacy Plan, Authentic Cross-Curricular Writing, Process Writing, Differentiated Instruction, and Rigorous Centers.

Person Responsible

Dr. Ruth Reimer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PD sign-in sheets, Lesson Plans, Classroom Monitoring Observations, and Student Work Samples

Action Step 3 5

Departmentalization of grades 3 - 5 with content-specific professional development provided by District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.

Person Responsible

Dr. Ruth Reimer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Master Schedule, PD sign-in sheets, Completed Lesson Plans

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

Classroom walk-throughs and teacher feedback regarding teacher instructional delivery, authentic student writing samples, and rigorous centers will be used to monitor the fidelity of implementation.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Monitoring Observations, K-2 STAR Literacy, Grades 3 - 5 FAIR Data, Classroom Assessment Data, 3 - 5 STAR Data

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

Classroom Observations and attendance at grade-level planning meetings by the Literacy Coach, Instructional Resource Teacher, and Administration will be used to monitor for effectiveness.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Observations, Teacher Feedback

G2. If all teachers and staff incorporate the behavioral strategies from CHAMPS/PBS and the 7 Habits from the book *The Leader in Me* throughout the school day the number of discipline incidents will decrease to or below the school's projected targets. 1

G087073

G2.B1 Inconsistent implementation and reinforcement of the concepts, strategies, and habits from CHAMPS and *The Leader in Me* with the students by teachers and staff. 2

B231464

G2.B1.S1 Follow-up with teachers through monitoring and feedback. 4

S244216

Strategy Rationale

To ensure timely, pervasive implementation of the concepts and strategies.

Action Step 1 5

Monitor timely implementation and reinforcement while completing classroom walk-throughs.

Person Responsible

Ron Kaufmann

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Classroom Observation Notes, Teacher Feedback

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

Monitoring for fidelity of implementation will occur through Leadership Team discussions and CHAMPS Committee meetings.

Person Responsible

Ron Kaufmann

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Leadership Collaborative Planning Logs, CHAMPS Committee meeting minutes

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

Administration will complete classroom walkthroughs on a weekly basis to monitor the fidelity of the implementation.

Person Responsible

Ron Kaufmann

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Classroom Observation Notes, Teacher Feedback, Student Work Samples

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					
G1.MA1 M328057	Leadership Team will meet to discuss progress toward meeting the goal.	Reimer, Dr. Ruth	8/22/2016	Leadership Team Meeting Notes, Journey Feedback, Classroom Monitoring Observations, K-2 STAR Early Literacy data, Grades 3 - 5 FAIR data, MTSS Progress Monitoring Data, Classroom Assessments, FSA, FSAA, and ACCESS test data	6/2/2017 monthly
G2.MA1 M328060	The Leadership Team will meet to discuss progress toward meeting the goal.	Reimer, Dr. Ruth	8/15/2016	Leadership Team Collaborative Planning Logs, Teacher Feedback, Classroom Monitoring Observation	6/2/2017 biweekly
G1.B1.S1.MA1 M328055	Classroom Observations and attendance at grade-level planning meetings by the Literacy Coach,...	Reimer, Dr. Ruth	8/22/2016	Lesson Plans, Student Work Samples, Classroom Observations, Teacher Feedback	6/2/2017 weekly
G1.B1.S1.MA1 M328056	Classroom walk-throughs and teacher feedback regarding teacher instructional delivery, authentic...	Reimer, Dr. Ruth	8/22/2016	Lesson Plans, Student Work Samples, Classroom Monitoring Observations, K-2 STAR Literacy, Grades 3 - 5 FAIR Data, Classroom Assessment Data, 3 - 5 STAR Data	6/2/2017 weekly
G1.B1.S1.A1 A316201	Assist teachers in collaborative planning, higher order questioning and discovery methods, and...	Reimer, Dr. Ruth	8/22/2016	Lesson Plans, Classroom Monitoring Observations, Student Work Samples	6/2/2017 weekly
G1.B1.S1.A2 A316202	Provide professional development on the following topics: School-wide Literacy Plan, Authentic...	Reimer, Dr. Ruth	8/22/2016	PD sign-in sheets, Lesson Plans, Classroom Monitoring Observations, and Student Work Samples	6/2/2017 monthly
G1.B1.S1.A3 A316203	Departmentalization of grades 3 - 5 with content-specific professional development provided by...	Reimer, Dr. Ruth	8/22/2016	Master Schedule, PD sign-in sheets, Completed Lesson Plans	6/2/2017 monthly
G2.B1.S1.MA1 M328058	Administration will complete classroom walkthroughs on a weekly basis to monitor the fidelity of...	Kaufmann, Ron	9/6/2016	Classroom Observation Notes, Teacher Feedback, Student Work Samples	6/2/2017 weekly
G2.B1.S1.MA1 M328059	Monitoring for fidelity of implementation will occur through Leadership Team discussions and CHAMPS...	Kaufmann, Ron	9/6/2016	Leadership Collaborative Planning Logs, CHAMPS Committee meeting minutes	6/2/2017 biweekly
G2.B1.S1.A1 A316204	Monitor timely implementation and reinforcement while completing classroom walk-throughs.	Kaufmann, Ron	9/6/2016	Classroom Observation Notes, Teacher Feedback	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If students are consistently engaged in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension, then overall scores in the areas of English Language Arts, Writing, Math, and Science will increase to or above the school's targeted goals.

G1.B1 Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

G1.B1.S1 The Title I Literacy Coach and the Instructional Resource teacher will facilitate teacher collaborative lesson planning and administration will maintain a high presence in classrooms and Collaborative Planning Meetings, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics will include Authentic Writing Across the Curriculum, Effective Collaborative Planning Sessions, and Implementation of the School-wide Literacy Plan. Weekly Collaboratively Planning Meetings will focus on effective teaching strategies, the Florida Standards, student data with a follow-up that identifies teachers needing additional support.

PD Opportunity 1

Provide professional development on the following topics: School-wide Literacy Plan, Authentic Cross-Curricular Writing, Process Writing, Differentiated Instruction, and Rigorous Centers.

Facilitator

Administration, District Curriculum Coaches, School-based Instructional Resource Teacher, Title I K-2 Literacy Coach, Teacher Leaders

Participants

K-5 Classroom Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Departmentalization of grades 3 - 5 with content-specific professional development provided by District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.

Facilitator

District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.

Participants

Third, Fourth, and Fifth Grade Teachers.

Schedule

Monthly, from 8/22/2016 to 6/2/2017

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	Assist teachers in collaborative planning, higher order questioning and discovery methods, and authentic writing during Collaborative Planning Meetings.	\$0.00
2	G1.B1.S1.A2	Provide professional development on the following topics: School-wide Literacy Plan, Authentic Cross-Curricular Writing, Process Writing, Differentiated Instruction, and Rigorous Centers.	\$0.00
3	G1.B1.S1.A3	Departmentalization of grades 3 - 5 with content-specific professional development provided by District Curriculum Coaches, School-based Instructional Resource Teacher, Teacher Leaders, and Administration.	\$0.00
4	G2.B1.S1.A1	Monitor timely implementation and reinforcement while completing classroom walk-throughs.	\$0.00
Total:			\$0.00