

Leon County Schools

Desoto Trail Elementary School



2017-18 Schoolwide Improvement Plan

Desoto Trail Elementary School

5200 TREDINGTON PARK DR, Tallahassee, FL 32309

<https://www.leonschools.net/desototrail>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 20% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 22% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A* | A |

**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 Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Desoto Trail Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To Challenge Each Student to Blaze a Successful Trail To the Future!

b. Provide the school's vision statement.

DeSoto Trail Elementary will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

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

School registrar/guidance counselor initially gets to know the family and shares information with teachers. Teachers use classroom-based get-to-know-you activities to form and build relationships with their students. Many teachers live in the neighborhoods surrounding the school and all teachers are accessible to parents in and out of school.

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

Positive Behavior Intervention System is utilized throughout our school campus; everyone from custodians to teachers to administration follows our STAR motto - Stay Safe, Take Charge of Your Learning, Act Responsibly, Respect Yourself and Others. Student patrols reinforce positive behaviors and provide additional support in monitoring the safety of students before and after school. The Educator's Handbook discipline software documents discipline incidents in order to discover patterns of misbehavior and to ensure consistency in enforcement of school rules. The school has earned the Red Ribbon Certification in recognition of its status as a safe and healthy environment for students. The Extended Day program incorporates team building and manners education into its after-school classes. Authentic Feedback, presented by the principal on the morning news program each week, explores topics such as how we should treat each other and what it means to respect each other, and how to give and receive authentic feedback.

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.

The school-wide behavioral system is Positive Behavioral Interventions and Support (PBIS). The school uses this system to communicate clear behavioral expectations. School personnel have been trained in using it effectively. Through Educator's Handbook, the school's discipline software, proper protocols are followed to document and respond to disciplinary incidents. The guidance counselor holds mini sessions with groups of students as one method of keeping students engaged in proper behaviors at school. Teachers also use classroom-based discipline procedures to keep students engaged during instructional time; examples are: time outs, redirection, communication with parents and the Class Dojo software.

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.

The school meets the varying social-emotional needs of its individual students through a variety of programs and services. The Mentoring program pairs community volunteers with at-risk students who need encouragement, academic skills practice, or an adult they can trust and talk to. The guidance counselor holds mini-sessions to help small groups of students process emotions such as anger or grief. The Multi-Tiered Systems of Support (MTSS) team brings together the school psychologist, social workers, behavioral specialists, teachers, parents, and other stakeholders to identify the social, emotional, and academic needs of students and pair them with appropriate interventions and other pupil services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Teachers and administrators meet monthly to review student data, including data from early warning indicators. The guidance office provides attendance reports for these meetings, and teachers bring a list of students who have been suspended or failed a course. In addition, Educator's Handbook is used to monitor student discipline, Grades are monitored through our gradebook software, and Level 1 scores are monitored through the Performance Matters Unify software. For students who exhibit any early warning indicators, teachers and administrators discuss causes and appropriate strategies to meet the student's needs. Students exhibiting two or more early warning indicators are referred to the problem solving team or MTSS team to identify and implement interventions to meet the student's needs.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 1 | 0 | 0 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA or Math | 0 | 1 | 0 | 3 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

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 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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

During monthly data meetings, teachers and school administrators review the four early warning indicators to identify students who exhibit two or more. Indicators are addressed individually at first: Attendance - communicate with parents/guardians about the importance of regular attendance and how the school can help mitigate barriers to regular attendance (a letter is sent home when a student

reaches 5 absences in 30 days or 15 absences in a grading period). Suspension - meeting with behavioral specialist, teacher, and parent/guardian to implement a behavior plan. Course failure - try academic interventions to help the student improve his or her grade; discuss and possibly implement retention. Level 1 - individualized computer instruction through Exact Path; teacher interventions within the classroom; school reading intervention groups. If the student's performance does not improve, the student will be referred to the school Problem Solving Team or MTSS process to explore additional strategies to improve all of the identified early warning areas. The problem solving team may review the behavior plan, recommend a home visit, select additional academic interventions and supplemental instruction, or discuss and implement retention.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

- Parental involvement opportunities exist throughout the school year, including parent/teacher conferences, classroom volunteers, PTO meetings, Science Olympiad, field trips, and fundraisers;
- Curriculum nights inform parents about grade-specific course curriculum and provide answers to any questions parents may have. Further, to encourage parental attendance, the school is offering these informational sessions in the evenings and providing child care for those who need it;
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During curriculum nights, ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with the Parent Portal, listservs, and other forms of educational technology;
- Communicate classroom and school news to parents;
- Discuss effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls, emails home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills and developing growth mindsets in children.

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.

- School administrators, teachers, and staff collaborate with the PTO Business Partner Coordinator to create partnerships with local businesses to support the school and student achievement;
- Business partners are members of the School Advisory Council and offer input from a community perspective and identify needed resources for the school;
- School administrators and teachers invite individuals from the community as guest speakers, including

- experts in professional fields and state and local elected officials;
- School participates in local programs such as All Pro Dad program and Girls on the Run to support the social and emotional development of students and promote academic achievement;
- Local business partners provide resources to support Student Council, Accelerated Reader, Run for Fun 5K/1 Mile, and other school programs and events;
- Local business partners provide student rewards for academic achievement

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------|--------------------------|
| Keltner, Michele | Principal |
| Poole, Cassandra | Assistant Principal |
| Schubert, David | Instructional Technology |
| Denton, Pam | Teacher, ESE |
| Lambert, Theresa | Teacher, K-12 |
| Childers, Janet | Teacher, K-12 |
| Chrisinger, Barbara | Instructional Media |
| Hutchins, Amanda | Teacher, K-12 |
| Morris, Kim | Teacher, K-12 |
| Molina, Marissa | Teacher, K-12 |
| Daugherty, Robert | Teacher, K-12 |
| Barner, Ashley | Teacher, ESE |
| Dillon, Kelli | Teacher, K-12 |
| Bellflower, Jessica | Teacher, K-12 |

b. Duties

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

Each member is accountable for providing input based on their area of responsibility at monthly planning meetings. Members take information from leadership meetings back to their teams of teachers.

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 school leadership team reviews needs identified in data chats/progress monitoring meetings and input from grade level teams to determine what resources are needed to meet the needs of all students. The school uses resources available through the district, purchased with school funds, or

freely available resources. School administrators review the school budget and allocate funds appropriately.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Michele Keltner | Principal |
| Kraig Conn | Parent |
| LaRoderick McQueen | Business/Community |
| Michael Kaschak | Parent |
| Dawn James | Teacher |
| LeJina Payne | Education Support Employee |
| Nathan Guta | Parent |
| Mary Stafford | Business/Community |
| Fredrick Wollet | Parent |
| Cassidy Parsons | Business/Community |
| Jessica Milton | Education Support Employee |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews the previous year's plan to measure if goals were met and compares the plan to state assessment results. Members give input on changes to the new SIP.

b. Development of this school improvement plan

Select members of the School Advisory Committee participated in a district School Improvement Plan development training. These members assisted in the development of the plan. The draft plan will be submitted to the full SAC committee for review, input, and approval prior to being submitted to the school board.

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

The SAC reviews school needs and allocates funds from the School Improvement Budget as needed to support the goals of the School Improvement Plan.

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

There is approximately \$2,000 reserved for programs to support our School Improvement Plan needs throughout the year. Last year, these funds were used for software programs.

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 |
|---------------------|---------------------|
| Keltner, Michele | Principal |
| Poole, Cassandra | Assistant Principal |
| Barner, Ashley | Teacher, ESE |
| Denton, Pam | Teacher, ESE |
| Lambert, Theresa | Teacher, K-12 |
| Childers, Janet | Teacher, K-12 |
| Chrisinger, Barbara | Instructional Media |
| Dillon, Kelli | Teacher, K-12 |
| Watkins, Mary | Instructional Coach |
| Hutchins, Amanda | Teacher, K-12 |
| Morris, Kim | Teacher, K-12 |
| Noel, Karen | Teacher, K-12 |
| Daugherty, Robert | Teacher, K-12 |

b. Duties

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

This group of professionals is comprised of leaders in literacy. The team leader is Barbara Chrisinger, our Media Specialist, other members are a teacher leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through the Superintendent's reading challenge, Accelerated Reader recognitions, professional development, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. Major initiatives are: the promotion of quality children's literature including the FRA and SSYRA books; weekly book talks by the media specialist on WDTS featuring new books or books in a particular genre; and the Summer reading program, which encourages students to read at least six books (with the school library being open and operated by volunteers for Watermelon Wednesdays) and provides recognition for achieving this goal.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

One venue for encouraging positive working relationships with teachers is participation in Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by

grade level, both during planning and a common lunch. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

- Collaborative Interview Teams; Michele Keltner & Team Leaders
- Implementation of LCS District hiring procedures; Michele Keltner
- Promote highly qualified and effective faculty and staff from within; Michele Keltner

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

Mentor teachers are assigned to beginning teachers based on grade level/certification area. The school follows the district provided mentor procedures to complete the beginning teacher program.

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.

- School uses district-adopted Go Math and Reading Wonders curriculum in grades K-5. These programs are written to correlate directly with the Florida Standards in Math and Reading.
- School uses pacing guides, scope/sequence, and learning progressions provided by the school district to ensure that standards-correlated curriculum is taught with quality.
- School uses curriculum-provided assessments to determine student mastery of the Florida Standards
- Teachers supplement the district-adopted math and reading curriculum with Science and Social Studies resources that meet Next Generation Sunshine State 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 school MTSS team meets regularly with teachers and administrators to create and implement individual plans for students as needed.
- The school ensures every teacher contributes to literacy improvement of every student by:
 - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
 - Creating a schedule with an uninterrupted 120 minute (minimum) language arts block
 - Providing Tier 3 instruction based on student needs
 - Providing on-grade-level instruction for all students that aligns with the English/Language Arts Florida Standards
 - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
 - Administering assessments which measure instructed standards
 - Monitoring progress at the class and grade level during Progress Monitoring meetings

- Conducting data chats with students
- Supplementing units of study to support skills needed based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

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: 6,000

The Summer Reading Academy is a district-structured program that the school participates in for targeted first and third grade students. Students at risk of retention based on school and statewide end-of-year assessments have the opportunity to receive intensive reading instruction and take an alternative end-of-year assessment to demonstrate readiness for promotion.

Strategy Rationale

With additional learning time and intensive research-based reading instruction, students can make additional gains in reading and low-performing students can rise to grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keltner, Michele, keltnerm@leonschools.net

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

Summer Reading Academy teachers administer and analyze benchmark assessments to determine student mastery of skills taught. Students who meet the targets are promoted to the next grade level.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

- All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
- The school asks parents to complete the Pre-K Readiness Checklist as required by the district.
- The school provides tours to families of students entering the elementary program.
- Fifth graders are invited to a Curriculum Night at Montford Middle School in May to ease their transition to sixth grade. The Montford Middle School guidance team also comes to the school each spring to meet with fifth grade students and answer their questions about transitioning to middle

school.

-The school sends representatives to the Northeast Articulation Team (NEAT), the feeder pattern articulation committee, to inform students and families about school events and to motivate students to build a commitment to learning at all school levels.

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.

N/A

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Over the past three school years, our percentage of students scoring level 3 and above in ELA has steadily increased - 78% to 83% to 86%. In math, our percentage of students scoring level 3 and above has steadily

increased as well - 83% to 87% to 88%. In science, our percentage of students scoring level 3 and above has fluctuated - 74% to 73% to 88%.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** As we continue the state's complex measure of English/Language Arts, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores.

- G2.** As we continue the state's complex measure of math, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores.

- G3.** Our school goal for the 2018 FCAT 2.0 Science is to be within 10% (+/-) of our previous proficiency rate as measured by the 2017 FCAT 2.0 Science scores.

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. As we continue the state's complex measure of English/Language Arts, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores. **1a**

G096215

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| School Grade - Percentage of Points Earned | 80.0 |

Targeted Barriers to Achieving the Goal **3**

- Students need to improve reading automaticity and comprehension skills.
- Teachers have limited time to plan instructional strategies for interventions

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

- School-based reading coach

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

Data Chats

Person Responsible

Michele Keltner

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Progress monitoring benchmarks within the reading programs

G2. As we continue the state's complex measure of math, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores. 1a

G096216

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| School Grade - Percentage of Points Earned | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Students need to improve math facts fluency
- Teachers need innovative approaches to teaching new math concepts

Resources Available to Help Reduce or Eliminate the Barriers 2

- District math advocate
- School based talented and gifted teacher
- School based math advocates

Plan to Monitor Progress Toward G2. 8

Data chat meetings

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Students are on target to meet their goals in the SuccessMaker 8 program as evidenced by the program's prescriptive scheduling report. Students show progress in mastering their math facts as evidenced by the XtraMath progress reports.

G3. Our school goal for the 2018 FCAT 2.0 Science is to be within 10% (+/-) of our previous proficiency rate as measured by the 2017 FCAT 2.0 Science scores. 1a

G096217

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 88.0 |

Targeted Barriers to Achieving the Goal 3

- Limited instructional time is devoted to science due to the demands of other core subject areas.
- Teachers need innovative approaches to teaching science concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District science coordinator
- School based science advocates
- Gizmos Science Software

Plan to Monitor Progress Toward G3. 8

Data chats

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Percentage of students showing mastery of science benchmarks

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. As we continue the state's complex measure of English/Language Arts, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores. **1**

 G096215

G1.B1 Students need to improve reading automaticity and comprehension skills. **2**

 B258895

G1.B1.S1 Implement interventions using Read Naturally, Jr. Great Books, Corrective Reading, and Reading Wonders texts to reinforce automaticity and comprehension. Implement Lindamood-Bell reading interventions. Provide technology resources such as BookFlix and Tumblebooks for classroom use. **4**

 S274150

Strategy Rationale

Action Step 1 **5**

Reading intervention programs

Person Responsible

Michele Keltner

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Master schedule, intervention data folders, and teacher lesson plans

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

Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person Responsible

Mary Watkins

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

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

Observations and discussions with teachers

Person Responsible

Michele Keltner

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pull-out small groups)

G1.B2 Teachers have limited time to plan instructional strategies for interventions **2**

 B258896

G1.B2.S1 Provide opportunities for teachers to participate in professional learning committees as grade-level teams to discuss and plan reading interventions for their students. **4**

 S274151

Strategy Rationale

Action Step 1 **5**

Teachers will participate in professional learning committees to discuss and plan instructional strategies for reading interventions.

Person Responsible

Michele Keltner

Schedule

On 5/25/2018

Evidence of Completion

Course survey in Performance Matters; teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Review online lesson plans

Person Responsible

Michele Keltner

Schedule

On 5/25/2018

Evidence of Completion

Lesson plans show appropriate reading interventions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

FSA Reading

Person Responsible

Michele Keltner

Schedule

Evidence of Completion

Percentage of students achieving a passing score

G2. As we continue the state's complex measure of math, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores. 1

G096216

G2.B2 Students need to improve math facts fluency 2

B258898

G2.B2.S1 The school will implement the math facts fluency program XtraMath in grades 1 through 5. To ensure the program is done with fidelity, computer lab classes will be scheduled with additional minutes.

4

S274152

Strategy Rationale

Action Step 1 5

Ensure students are completing the XtraMath program

Person Responsible

David Schubert

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data provided from XtraMath

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Technology coordinator will monitor XtraMath usage and communicate any issues regarding fidelity with teachers and administrators.

Person Responsible

David Schubert

Schedule

On 5/25/2018

Evidence of Completion

XtraMath provided data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Observing XtraMath data and receiving feedback from teachers

Person Responsible

David Schubert

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Students demonstrate progress in XtraMath resulting in teachers seeing less math-facts-related errors during student computation.

G2.B3 Teachers need innovative approaches to teaching new math concepts **2**

 B258899

G2.B3.S1 Provide professional development for teachers on innovative strategies for teaching math, including utilizing the school's technology resources. **4**

 S274153

Strategy Rationale

Action Step 1 **5**

Send teacher leaders to the Future of Education Technology Conference

Person Responsible

Michele Keltner

Schedule

On 1/26/2018

Evidence of Completion

Teacher leaders bring back knowledge to share with classroom teachers; teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Review online lesson plans

Person Responsible

Michele Keltner

Schedule

On 5/25/2018

Evidence of Completion

Lesson plans show innovative approaches to math instruction and integration of instructional technology.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

FSA Math

Person Responsible

Michele Keltner

Schedule

Evidence of Completion

Percentage of students achieving a passing score

G3. Our school goal for the 2018 FCAT 2.0 Science is to be within 10% (+/-) of our previous proficiency rate as measured by the 2017 FCAT 2.0 Science scores. 1

G096217

G3.B1 Limited instructional time is devoted to science due to the demands of other core subject areas. 2

B258900

G3.B1.S1 Integrate science with other core subject areas. 4

S274154

Strategy Rationale

Action Step 1 5

Develop integrated lessons to incorporate science into reading, writing, and math instruction

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans

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

Review online lesson plans

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans show science integrated into reading, writing, and math instruction.

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

Science benchmark assessments

Person Responsible

Michele Keltner

Schedule

Evidence of Completion

Percentage of students mastering science benchmarks

G3.B2 Teachers need innovative approaches to teaching science concepts. 2

 B258901

G3.B2.S1 Provide opportunities for teachers to participate in professional development related to cooperative learning and other learning strategies. 4

 S274155

Strategy Rationale

Action Step 1 5

Teacher leaders will attend the Kagan teaching strategies training in Tallahassee and share these strategies with classroom teachers.

Person Responsible

Michele Keltner

Schedule

On 10/3/2017

Evidence of Completion

Teacher leaders bring back knowledge to share with classroom teachers; teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review online lesson plans

Person Responsible

Tatiana Keaton

Schedule

On 5/25/2018

Evidence of Completion

Lesson plans show innovative approaches to science instruction and integration of cooperative learning strategies.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Science benchmark assessments

Person Responsible

Michele Keltner

Schedule

Evidence of Completion

Percentage of students mastering science benchmarks

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------|-------------------------------|--|----------------------|
| 2018 | | | | | |
| G1.B2.S1.MA1 M395331 | FSA Reading | Keltner, Michele | No Start Date | Percentage of students achieving a passing score | No End Date one-time |
| G2.B3.S1.MA1 M395336 | FSA Math | Keltner, Michele | No Start Date | Percentage of students achieving a passing score | No End Date one-time |
| G3.B1.S1.MA1 M395339 | Science benchmark assessments | Keltner, Michele | No Start Date | Percentage of students mastering science benchmarks | No End Date one-time |
| G3.B2.S1.MA1 M395341 | Science benchmark assessments | Keltner, Michele | No Start Date | Percentage of students mastering science benchmarks | No End Date one-time |
| G3.B2.S1.A1 A368019 | Teacher leaders will attend the Kagan teaching strategies training in Tallahassee and share these... | Keltner, Michele | 10/3/2017 | Teacher leaders bring back knowledge to share with classroom teachers; teacher lesson plans. | 10/3/2017 one-time |
| G2.B3.S1.A1 A368017 | Send teacher leaders to the Future of Education Technology Conference | Keltner, Michele | 1/24/2018 | Teacher leaders bring back knowledge to share with classroom teachers; teacher lesson plans. | 1/26/2018 one-time |
| G1.MA1 M395333 | Data Chats | Keltner, Michele | 9/18/2017 | Progress monitoring benchmarks within the reading programs | 5/25/2018 monthly |
| G2.MA1 M395338 | Data chat meetings | Keltner, Michele | 8/14/2017 | Students are on target to meet their goals in the SuccessMaker 8 program as evidenced by the program's prescriptive scheduling report. Students show progress in mastering their math facts as evidenced by the XtraMath progress reports. | 5/25/2018 monthly |
| G3.MA1 M395343 | Data chats | Keltner, Michele | 8/14/2017 | Percentage of students showing mastery of science benchmarks | 5/25/2018 monthly |
| G1.B1.S1.MA1 M395329 | Observations and discussions with teachers | Keltner, Michele | 9/18/2017 | Student attendance reports and participation rate in intervention programs (classroom based and pull-out small groups) | 5/25/2018 monthly |
| G1.B1.S1.MA1 M395330 | Reading coach will monitor fidelity of interventions; principal will review classroom teacher... | Watkins, Mary | 9/18/2017 | Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data | 5/25/2018 monthly |
| G1.B1.S1.A1 A368014 | Reading intervention programs | Keltner, Michele | 9/18/2017 | Master schedule, intervention data folders, and teacher lesson plans | 5/25/2018 monthly |
| G1.B2.S1.MA1 M395332 | Review online lesson plans | Keltner, Michele | 8/14/2017 | Lesson plans show appropriate reading interventions | 5/25/2018 one-time |
| G1.B2.S1.A1 A368015 | Teachers will participate in professional learning committees to discuss and plan instructional... | Keltner, Michele | 9/18/2017 | Course survey in Performance Matters; teacher lesson plans | 5/25/2018 one-time |
| G2.B2.S1.MA1 M395334 | Observing XtraMath data and receiving feedback from teachers | Schubert, David | 8/14/2017 | Students demonstrate progress in XtraMath resulting in teachers seeing less math-facts-related errors during student computation. | 5/25/2018 quarterly |
| G2.B2.S1.MA1 M395335 | Technology coordinator will monitor XtraMath usage and communicate any issues regarding fidelity... | Schubert, David | 8/14/2017 | XtraMath provided data | 5/25/2018 one-time |
| G2.B2.S1.A1 A368016 | Ensure students are completing the XtraMath program | Schubert, David | 8/14/2017 | Data provided from XtraMath | 5/25/2018 quarterly |

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Desoto Trail Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|------------------|-------------------------------|--|-----------------------|
| G2.B3.S1.MA1  M395337 | Review online lesson plans | Keltner, Michele | 2/1/2018 | Lesson plans show innovative approaches to math instruction and integration of instructional technology. | 5/25/2018 one-time |
| G3.B1.S1.MA1  M395340 | Review online lesson plans | Keltner, Michele | 8/14/2017 | Lesson plans show science integrated into reading, writing, and math instruction. | 5/25/2018 monthly |
| G3.B1.S1.A1  A368018 | Develop integrated lessons to incorporate science into reading, writing, and math instruction | Keltner, Michele | 8/14/2017 | Lesson plans | 5/25/2018 monthly |
| G3.B2.S1.MA1  M395342 | Review online lesson plans | Keaton, Tatiana | 11/1/2017 | Lesson plans show innovative approaches to science instruction and integration of cooperative learning strategies. | 5/25/2018 one-time |

V. Professional Development Opportunities

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

G1. As we continue the state's complex measure of English/Language Arts, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores.

G1.B1 Students need to improve reading automaticity and comprehension skills.

G1.B1.S1 Implement interventions using Read Naturally, Jr. Great Books, Corrective Reading, and Reading Wonders texts to reinforce automaticity and comprehension. Implement Lindamood-Bell reading interventions. Provide technology resources such as BookFlix and Tumblebooks for classroom use.

PD Opportunity 1

Reading intervention programs

Facilitator

Reading Coach

Participants

Classroom teachers and instructional paraprofessionals.

Schedule

Monthly, from 9/18/2017 to 5/25/2018

G1.B2 Teachers have limited time to plan instructional strategies for interventions

G1.B2.S1 Provide opportunities for teachers to participate in professional learning committees as grade-level teams to discuss and plan reading interventions for their students.

PD Opportunity 1

Teachers will participate in professional learning committees to discuss and plan instructional strategies for reading interventions.

Facilitator

Grade-level teacher leaders

Participants

Grade-level teachers

Schedule

On 5/25/2018

G2. As we continue the state's complex measure of math, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores.

G2.B3 Teachers need innovative approaches to teaching new math concepts

G2.B3.S1 Provide professional development for teachers on innovative strategies for teaching math, including utilizing the school's technology resources.

PD Opportunity 1

Send teacher leaders to the Future of Education Technology Conference

Facilitator

Teacher leaders

Participants

Classroom teachers

Schedule

On 1/26/2018

G3. Our school goal for the 2018 FCAT 2.0 Science is to be within 10% (+/-) of our previous proficiency rate as measured by the 2017 FCAT 2.0 Science scores.

G3.B2 Teachers need innovative approaches to teaching science concepts.

G3.B2.S1 Provide opportunities for teachers to participate in professional development related to cooperative learning and other learning strategies.

PD Opportunity 1

Teacher leaders will attend the Kagan teaching strategies training in Tallahassee and share these strategies with classroom teachers.

Facilitator

Teacher leaders

Participants

Classroom teachers

Schedule

On 10/3/2017

VI. Technical Assistance Items

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

G2. As we continue the state's complex measure of math, our school goal for the 2018 FSA is to be within 5% (+/-) of our previous proficiency rate as measured by the 2017 FSA scores.

G2.B2 Students need to improve math facts fluency

G2.B2.S1 The school will implement the math facts fluency program XtraMath in grades 1 through 5. To ensure the program is done with fidelity, computer lab classes will be scheduled with additional minutes.

TA Opportunity 1

Ensure students are completing the XtraMath program

Facilitator

David Schubert, Technology Coordinator

Participants

Classroom teachers

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

VII. Budget

| 1 | G1.B1.S1.A1 | Reading intervention programs | | | | \$1,299.00 |
|---|-------------|---|--|--------------------------|---------------|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0511 - Desoto Trail Elementary School | School Improvement Funds | | \$1,299.00 |
| | | | <i>Notes: Scholastic BookFlix subscription</i> | | | |
| 2 | G1.B2.S1.A1 | Teachers will participate in professional learning committees to discuss and plan instructional strategies for reading interventions. | | | | \$0.00 |
| 3 | G2.B2.S1.A1 | Ensure students are completing the XtraMath program | | | | \$0.00 |
| 4 | G2.B3.S1.A1 | Send teacher leaders to the Future of Education Technology Conference | | | | \$0.00 |
| 5 | G3.B1.S1.A1 | Develop integrated lessons to incorporate science into reading, writing, and math instruction | | | | \$0.00 |
| 6 | G3.B2.S1.A1 | Teacher leaders will attend the Kagan teaching strategies training in Tallahassee and share these strategies with classroom teachers. | | | | \$0.00 |
| | | | | | Total: | \$1,299.00 |