

Lake County Schools

# Round Lake Elementary School



2017-18 Schoolwide Improvement Plan

## Round Lake Elementary School

31333 ROUND LAKE RD, Mount Dora, FL 32757

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Combination School<br>PK-7                       | No                     | 39%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | Yes                    | 40%   |

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

N/A

### SIP Authority and Template

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

| DA Region and RED                          | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - <a href="#">Lucinda Thompson</a> | - N/A                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Round Lake Charter Conversion Elementary is to inspire success and a love of learning in a safe and nurturing environment through the combined efforts of students, faculty, staff, and parents.

##### b. Provide the school's vision statement.

Round Lake Elementary...where friendships begin and learning never ends.

#### 2. School Environment

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

At the end of each summer, Round Lake staff members participate in two local community Back to School Bash events - one in Sorrento and one in downtown Mount Dora. Teacher volunteers set up a booth and provide supplies and treats for visiting students and their families. This gives staff members an opportunity to present a positive first impression for the school year to the community.

The administrators also began the year with the theme "Connection" and asked teachers to always keep their why in mind when planning for instruction, when working with students, and when communicating with families.

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

Round Lake is a PBIS - Positive Behavior Intervention Support - model school. Teachers have been trained to work with students to teach them the behavior expectations, not just assume that they know it or know how to deal with problems effectively. The Round Lake Pledge which describes the school behavior expectations - Be Safe, Be Respectful, Be Responsible - is recited each morning on the announcements. The Assistant Principals provided a refresher for staff during preplanning this year and training for new hires, as well.

Other supports are also in place. One of the ESE Inclusion teachers works with a small group of students to develop Successful Skills (academic and behavior mentoring). Before school, students await dismissal to class in two areas (for car and bus riders), which are supervised by staff and Shore Patrol (Safety Patrol).

##### 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.

It is the goal of PBIS to prevent students from missing instructional time due to suspensions or time in the office. All staff members are trained to work with a student to identify choices and consequences through the use of an SBR (Student Behavior Report). This document allows the student to reflect on his/her choices with input from the teacher and an opportunity for parents to be part of the conversation. Certain levels of infractions (identified through the District Code of Conduct) and

repeated SBRs may result in a visit to an administrator, Tuesday School (during which behavior lessons are taught), work detail, or suspension.

**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.**

Round Lake is partnering all 6th grade students with a staff mentor.

When needed and permission given by parents, counseling services are arranged through community organizations including, but not limited to, LifeStream Behavioral Services , Cornerstone Hospice and Big Bear.

School Counselors meet individually with students in crisis, lead classroom counseling as requested by teachers, create and manage “lunch bunch” groups, and engage in small group counseling. School Counselors are also involved in the Multi-Tiered System of Supports as the facilitator and frequently as the interventionist for student receiving Tier 3 behavioral interventions.

### 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.**

**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         | 5           | 4  | 0  | 0  | 1  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12    |
| Course failure in ELA or Math   | 0           | 19 | 17 | 6  | 5  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49    |
| Level 1 on statewide assessment | 0           | 0  | 0  | 13 | 24 | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 55    |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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

### 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**

Building positive relationships and encouraging involvement begins even before the start of the school year at Meet the Teacher. A great number of families come to school the Thursday afternoon before school starts to meet teachers and see classrooms. Our PTO is on hand to serve refreshments and give information about becoming involved at RLC. We host two parent conference nights each year, as well as other events, like Grandparents Lunches and Family Picnics, Family Reading Night, Music performances, and STEM Night.

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

Our PTO is integral to the process of building and sustaining partnerships with the local community. Through them, we have partnerships with a variety of local businesses who have generously provided time, money, and/or supplies and other items.

**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               |
|---------------------|---------------------|
| Bartberger, Linda   | Principal           |
| Roman, Todd         | Assistant Principal |
| Chevalier, Michelle | Other               |
| Harley, Stevie      | Assistant Principal |
| Dean, Nicole        | Instructional Coach |
| Sanders, Leticia    | Instructional Coach |
| Porter, Erin        | School Counselor    |

**b. Duties**

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

RLC has a multi-tiered system of leadership. The administrators meet at least monthly with Team Leaders who collaborate on instructional matters. They also meet monthly with Grade Chairs who coordinate the more managerial tasks required. The Leadership Team listed above meets weekly to discuss and plan for MAX meetings (data focus this year), Team Planning for Science, upcoming events, pressing issues, etc.

Members of the MTSS leadership team provide input into the academic and anti-bullying goals and interventions described in the School Improvement Plan. The team will also work together to

implement any needed changes as indicated by ongoing progress monitoring, to ensure that the aligned tiered processes are in place.

Administration: Linda Bartberger, Principal; Todd Roman, Assistant Principal; Stevie Harley, Assistant Principal: Provides a clear understanding of and support for the MTSS/Rtl process and its implementation to the staff and ensures adequate professional development to support MTSS implementation.

Classroom Teachers: Provide information about core instruction, deliver most Tiers of instruction/intervention, collaborate with fellow teachers and members of the MTSS/Rtl team to implement Tier 2 and Tier 3 interventions, and collect student data.

CRT, Literacy Coach and Writing Coach - Michelle Chevalier, Tish Sanders and Nicole Dean: Assist with school screening programs that identify children who may be considered "at risk". Meet with teachers to plan instruction

and interventions in the areas of reading, math, and language arts. Assist in the design and implementation of progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development, as needed.

School Guidance Counselors - Erin Porter and Carol Timmons: Meet with teachers to plan instruction and interventions for behavior. Facilitate development of intervention plans. Provide support for intervention fidelity and documentation. Schedule all MTSS meetings.

Student Services Personnel: Advise and provide expertise on all MTSS/Rtl issues.

ESE Specialist - Michelle Castillo: Facilitates placement of students qualifying for ESE.

***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.***

Administration and guidance use Skyward, iReady Reading and Math, STAR Reading, WIDA scores, School Score Report, Literacy First results, and Behavior reports to determine strengths and weaknesses and to help close the achievement gap between subgroups regarding school-wide core effectiveness.

Our problem-solving team consists of Guidance Counselors, CRT, Literacy Coach, Administration, parents, and as needed, school psychologist, social worker, SLP and ESE staff. Round Lake has implemented a school-wide reading intervention (FINS) as focused instruction tailored to groups of students with similar academic needs.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Linda Bartberger | Principal                  |
| Chuck Babbino    | Business/Community         |
| Diane Waring     | Parent                     |
| Denisse Ennis    | Teacher                    |
| Maria Mancilla   | Education Support Employee |
| Iris Pieterston  | Teacher                    |
| Chris Jensen     | Parent                     |
| Misty Clements   | Parent                     |
| Leonard Rowley   | Parent                     |
| Deanna Ricci     | 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**

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*

At the first meeting of each school year (or at the first meeting after results are received), the FSA results for our school are presented to the SAC. Successes are recognized, areas of concern are identified, and the results are compared to the goals of last year's SIP. School personnel share their vision for addressing curricular and behavioral needs and input from SAC members is shared.

##### *b. Development of this school improvement plan*

School personnel share their vision for addressing curricular and behavioral needs based on a needs analysis through the goals of the SIP. After the SIP is shared, the SAC reviews the plan to make any necessary adjustments and to approve its contents.

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

The principal and the budget committee prepare the annual budget.

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

When SAC funds are provided by the State, we use them for a variety of school programs/needs, including: Writing Camp, after school tutoring, and FSA/SSA snacks.

##### **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               |
|---------------------|---------------------|
| Sanders, Leticia    | Instructional Coach |
| Chevalier, Michelle | Other               |
| Raczkowski, Amy     | Teacher, K-12       |
| Johnston, Whitney   | Teacher, K-12       |
| Dean, Nicole        | Instructional Coach |
| Bartberger, Linda   | Principal           |
| Miller, Ashley      | Teacher, K-12       |
| Nichols, Nicole     | Teacher, K-12       |
| Nelan, Shanna       | Teacher, K-12       |

#### **b. Duties**

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

Implementation of Common Core State Standards; book study; Implementation of ELA blueprints; Family Reading Night; Celebrate Literacy Week activities; RLC Writing Plan; Dads and Doughnuts; FINS (intervention and enrichment); R.E.A.D. (PAWS read with a dog program)

#### **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.**

Grade levels have a daily common planning time of about 45 minutes. Teachers also have one-two Wednesday afternoons a month dedicated to collaborative planning. One Wednesday a month is set aside for Snack 'N Yak, during which grade levels take turns providing snacks and teachers have some time to connect. The other Wednesday is dedicated to MAX groups (PLCs with a data focus).

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

After posting a job opening online with the District, we utilize a team interview approach by the grade level in which the opening exists. (Responsible parties: Principal, Assistant Principal, Grade Chairs, Team Members)

After hiring, new teachers are partnered with an on-campus veteran mentor. (Responsible parties: Administrator, Team Leader)

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

When a new teacher is hired, he/she is partnered with the Team Leader for his/her grade level (or other teacher leader, if the position lends itself). These teachers schedule regular meetings together and may also have impromptu meetings to help the new teacher become acquainted with our school, with requirements/initiatives, and to provide support.

#### **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.**

Round Lake is utilizing the district-provided blueprints to guide planning for instruction. These blueprints were created by trained staff to address the Florida Standards for ELA and Math. Through weekly collaborative planning meetings, teams will work with the assistance of the Literacy Coach, Writing Coach, and CRT to develop lessons, assessments, and materials that are aligned with the standards.

## **b. Instructional Strategies**

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

During the first weeks of school, teachers assess students' abilities in reading (and math) using a variety of assessments, e.g. Literacy First PAST, phonics, and fluency assessments, iReady Reading and Math, STAR Reading, SRI, Writing data. This data is then used to group students for intervention and enrichment during our 30 minute FINS classes, which meet four days a week. Assessments are administered periodically and students are regrouped up to three times a year, depending on their identified area(s) of need or enrichment. Teachers are also able to differentiate instruction within the reading block through flexible reading groups and centers and through math small groups.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 3,000

We will offer Tutoring for Homeless Students if/when funding is provided through Title Services.

We will offer Tutoring for ELL students weekly beginning in late October.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

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

Data has not been officially collected for these strategies in the past. Teachers do progress monitor their students and have them track the results.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,000

STEM Club to prepare select groups of 3rd-6th graders for the District STEM Competition in February. Some groups continue to meet after the competition, as well. There is also a 2nd grade STEM Club that meets weekly.

**Strategy Rationale**

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

No data is officially gathered for these clubs, but they are ranked following the district STEM Bowl.

**Strategy:** Extended School Day

**Minutes added to school year:**

School-wide MAX meetings and collaborative planning sessions for training and data discussions with teachers and leadership team.

**Strategy Rationale**

Training with teachers to increase the quality of instruction and to enrich/accelerate the classroom experience.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

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

Comparisons of data throughout the year (and year to year) - including FSA data, benchmark testing, Literacy First assessments, student work samples.

## 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.**

We have 2 full day VPK programs on site. These students are taught by certified teachers and are assessed on readiness skills throughout the school year.

Fifth grade students are taken on a field trip to Mount Dora Middle School each Spring, one of the middle school guidance counselors comes to our school to give information/answer questions for the fifth graders, and both MDMS and RLC host a parent night for upcoming middle schoolers, as well. The 6th graders who remain at RLC are each assigned a mentor who is a staff member at RLC.

#### **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## **II. Needs Assessment**

The school's completion of this 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.

### **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.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.
- G2.** Reduce the number of students receiving 4 or more referrals (21 in 2016-17). \*The Indicator below only allows us to select 2+ Behavior Referrals. We have drilled down to 4+ using our own data.
- G3.** Students identified as performing in the lowest quartile based on school-wide assessments will make appropriate yearly gains.

## 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.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1a

G097909

**Targets Supported** 1b

| Indicator                                | Annual Target |
|--|---------------|
| Statewide Science Assessment Achievement | 62.0          |
| Math Lowest 25% Gains                    | 51.0          |
| ELA/Reading Lowest 25% Gains             | 51.0          |

**Targeted Barriers to Achieving the Goal** 3

- ineffective planning for standards-based instruction

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

- Pearson Science school-wide with online access; STEM Lab on the Enrichment Wheel; weekly STEM Clubs (grades 2-5); at least quarterly STEM projects for each grade level; STEM Leaders at each grade level (also participate in monthly STEM PLC); Science Dailies and Science Boot Camp (5th grade); Science Team Planning monthly with Leadership Team member

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

Classroom Science Assessments and SSA

**Person Responsible**

Michelle Chevalier

**Schedule**

Semiannually, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Classroom assessment data chats; SSA results for 5th grade

**G2.** Reduce the number of students receiving 4 or more referrals (21 in 2016-17). \*The Indicator below only allows us to select 2+ Behavior Referrals. We have drilled down to 4+ using our own data. 1a

G097910

**Targets Supported** 1b

| Indicator             | Annual Target |
|-----------------------|---------------|
| 2+ Behavior Referrals | 10.0          |

**Targeted Barriers to Achieving the Goal** 3

- teachers may need more/better tools to meet the behavior needs of students with multiple referrals

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

- PBIS process and PBIS Team (teacher leaders), MTSS Team and process

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

PBIS Team will review referral data at each meeting, checking the list of repeat offenders to see if the strategies developed by the MTSS Team have been successful. If not, resubmit the name(s) to the Guidance Department.

**Person Responsible**

Carol Timmons

**Schedule**

Quarterly, from 11/1/2017 to 5/31/2018

**Evidence of Completion**

Repeat offender list created at first PBIS Team meeting and updated throughout the year, progress documented on this list.

**G3.** Students identified as performing in the lowest quartile based on school-wide assessments will make appropriate yearly gains. 1a

G097911

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 60.0          |
| Math Lowest 25% Gains        | 60.0          |

**Targeted Barriers to Achieving the Goal** 3

- teachers uncertain how to analyze various types of data available to them

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

- data reports from FSA, iReady, Literacy First, SIPPS, classroom tests and observations; differentiated tasks and intervention kits included in Reading and Math series; Literacy Coach, Writing Coach, and CRT; FINS targeted instruction

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

Classroom Science assessments and FCAT 2.0

**Person Responsible**

Michelle Chevalier

**Schedule**

Semiannually, from 8/17/2016 to 5/26/2017

**Evidence of Completion**

Classroom assessment data chats; Science FCAT 2.0 results for 5th grade

## 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.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1

G097909

**G1.B1** ineffective planning for standards-based instruction 2

B263242

**G1.B1.S1** Continue Monthly Team Science Planning with focus on improving the quality of lessons/ activities/assessments 4

S278781

### Strategy Rationale

Lat year, our focus was on gaining familiarity with the standards (especially within grade levels that job share lesson planning). This year, we will expand the focus from 'what students need to know' to 'how can we teach it better' and 'how will we know they've learned it'

### Action Step 1 5

Leadership Team training as to the purpose of THIS year's Team Planning sessions, the format for accountability, and the role of the Leadership Team member in planning sessions.

#### Person Responsible

Michelle Chevalier

#### Schedule

Semiannually, from 8/23/2017 to 5/31/2018

#### Evidence of Completion

Attendance at Team Leader Meeting

### Action Step 2 5

Grade Level common planning for Science on the second Wednesday of every month

#### Person Responsible

Linda Bartberger

#### Schedule

Monthly, from 9/13/2017 to 4/11/2018

#### Evidence of Completion

Planning form turned in to the Science Plan folder an the Share Drive (and/or the Leadership Team member in attendance)

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

Leadership Team meetings to review past grade level meetings and to preview the next grade level planning sessions

**Person Responsible**

Michelle Chevalier

**Schedule**

Biweekly, from 9/6/2017 to 4/18/2018

***Evidence of Completion***

Team will review planning sheets created at each grade level and preview standards/ blueprints for the upcoming common planning session (each member keeps a notebook)

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

Observation of and participation in monthly common planning meetings at each grade level

**Person Responsible**

Linda Bartberger

**Schedule**

Monthly, from 9/13/2017 to 4/11/2018

***Evidence of Completion***

Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to help (engage) all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction

**G2.** Reduce the number of students receiving 4 or more referrals (21 in 2016-17). \*The Indicator below only allows us to select 2+ Behavior Referrals. We have drilled down to 4+ using our own data. 1

G097910

**G2.B1** teachers may need more/better tools to meet the behavior needs of students with multiple referrals 2

B263243

**G2.B1.S1** After the second referral, administration will alert the guidance counselors to schedule an MTSS meeting with the teacher. 4

S278782

### Strategy Rationale

The teacher and MTSS Team can determine strategies that would best support the student - a behavior intervention, a mentor, a daily check-in, etc.

### Action Step 1 5

Administration will alert the Guidance Department after a student's second referral.

#### Person Responsible

Stevie Harley

#### Schedule

Monthly, from 11/1/2017 to 5/31/2018

#### Evidence of Completion

MTSS schedule

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

The PBIS Team will review referral data at each meeting, identifying those students with multiple referrals and checking to be sure they have been scheduled for an MTSS meeting.

#### Person Responsible

Carol Timmons

#### Schedule

Quarterly, from 11/1/2017 to 5/31/2018

#### Evidence of Completion

Minutes from PBIS meetings

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

The MTSS Team will meet according to the MTSS schedule to check on the progress of the student and the effectiveness of the intervention selected.

### Person Responsible

Erin Porter


### Schedule

Quarterly, from 11/1/2017 to 5/31/2018


### Evidence of Completion

MTSS documentation, along with the repeat offender list

**G3.** Students identified as performing in the lowest quartile based on school-wide assessments will make appropriate yearly gains. 1

 G097911

**G3.B1** teachers uncertain how to analyze various types of data available to them 2

 B263244

**G3.B1.S1** MAX groups (monthly PLCs with a data focus) 4

 S278783

### Strategy Rationale

MAX group/PLC focuses have traditionally been based on teacher needs/personal professional development; shifting to a singular focus will help us to highlight and improve a school-wide need

## Action Step 1 5

Coaches will provide training and facilitate discussion regarding analysis of school-wide and classroom data

### Person Responsible

Michelle Chevalier

### Schedule

Monthly, from 10/18/2017 to 5/23/2018

### Evidence of Completion

Data notebooks

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

Administrators will observe and participate in data discussions during PLCs

**Person Responsible**

Linda Bartberger

**Schedule**

Monthly, from 10/18/2017 to 5/23/2018

***Evidence of Completion***

PLC agendas, observations

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

Teachers' data notebooks will be used at PLCs, Team Planning, and MTSS meetings

**Person Responsible**

Linda Bartberger

**Schedule**

Weekly, from 8/24/2017 to 5/23/2018

***Evidence of Completion***

Teachers' data notebooks

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

reviews of student work and grades (data chats)

**Person Responsible**

Michelle Chevalier

**Schedule**

Monthly, from 10/18/2017 to 5/23/2018

***Evidence of Completion***

PLC minutes (school and grade level); Team Leader discussions

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date        |
|-------------------------|---|---------------------|-------------------------------|---|---------------------------|
| <b>2018</b>             |   |                     |                               |   |                           |
| G3.MA1<br>M405930       | Classroom Science assessments and FCAT 2.0  | Chevalier, Michelle | 8/17/2016                     | Classroom assessment data chats; Science FCAT 2.0 results for 5th grade   | 5/26/2017<br>semiannually |
| G1.B1.S1.MA1<br>M405917 | Observation of and participation in monthly common planning meetings at each grade level              | Bartberger, Linda   | 9/13/2017                     | Each member of the Leadership Team has an assigned grade level to meet with at common planning, to monitor and/or encourage the use of the standards in planning, to help (engage) all members of the team in conversation, and to assist in reviewing assessment data and planning for instruction | 4/11/2018<br>monthly      |
| G1.B1.S1.A2<br>A375627  | Grade Level common planning for Science on the second Wednesday of every month                        | Bartberger, Linda   | 9/13/2017                     | Planning form turned in to the Science Plan folder on the Share Drive (and/or the Leadership Team member in attendance)   | 4/11/2018<br>monthly      |
| G1.B1.S1.MA1<br>M405918 | Leadership Team meetings to review past grade level meetings and to preview the next grade level...   | Chevalier, Michelle | 9/6/2017                      | Team will review planning sheets created at each grade level and preview standards/blueprints for the upcoming common planning session (each member keeps a notebook)   | 4/18/2018<br>biweekly     |
| G3.B1.S1.MA1<br>M405923 | reviews of student work and grades (data chats)   | Chevalier, Michelle | 10/18/2017                    | PLC minutes (school and grade level); Team Leader discussions   | 5/23/2018<br>monthly      |
| G3.B1.S1.MA1<br>M405924 | Administrators will observe and participate in data discussions during PLCs                           | Bartberger, Linda   | 10/18/2017                    | PLC agendas, observations   | 5/23/2018<br>monthly      |
| G3.B1.S1.MA4<br>M405925 | Teachers' data notebooks will be used at PLCs, Team Planning, and MTSS meetings                       | Bartberger, Linda   | 8/24/2017                     | Teachers' data notebooks  | 5/23/2018<br>weekly       |
| G3.B1.S1.A1<br>A375629  | Coaches will provide training and facilitate discussion regarding analysis of school-wide and...      | Chevalier, Michelle | 10/18/2017                    | Data notebooks  | 5/23/2018<br>monthly      |
| G1.MA1<br>M405919       | Classroom Science Assessments and SSA   | Chevalier, Michelle | 9/1/2017                      | Classroom assessment data chats; SSA results for 5th grade  | 5/31/2018<br>semiannually |
| G2.MA1<br>M405922       | PBIS Team will review referral data at each meeting, checking the list of repeat offenders to see...  | Timmons, Carol      | 11/1/2017                     | Repeat offender list created at first PBIS Team meeting and updated throughout the year, progress documented on this list.  | 5/31/2018<br>quarterly    |
| G1.B1.S1.A1<br>A375626  | Leadership Team training as to the purpose of THIS year's Team Planning sessions, the format for...   | Chevalier, Michelle | 8/23/2017                     | Attendance at Team Leader Meeting   | 5/31/2018<br>semiannually |
| G2.B1.S1.MA1<br>M405920 | The MTSS Team will meet according to the MTSS schedule to check on the progress of the student and... | Porter, Erin        | 11/1/2017                     | MTSS documentation, along with the repeat offender list   | 5/31/2018<br>quarterly    |
| G2.B1.S1.MA1<br>M405921 | The PBIS Team will review referral data at each meeting, identifying those students with multiple...  | Timmons, Carol      | 11/1/2017                     | Minutes from PBIS meetings  | 5/31/2018<br>quarterly    |
| G2.B1.S1.A1<br>A375628  | Administration will alert the Guidance Department after a student's second referral.                  | Harley, Stevie      | 11/1/2017                     | MTSS schedule   | 5/31/2018<br>monthly      |

## V. Professional Development Opportunities

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

**G3.** Students identified as performing in the lowest quartile based on school-wide assessments will make appropriate yearly gains.

**G3.B1** teachers uncertain how to analyze various types of data available to them

**G3.B1.S1** MAX groups (monthly PLCs with a data focus)

### PD Opportunity 1

Coaches will provide training and facilitate discussion regarding analysis of school-wide and classroom data

#### Facilitator

Michelle Chevalier, Nicole Dean, Tish Sanders

#### Participants

All teachers

#### Schedule

Monthly, from 10/18/2017 to 5/23/2018

## 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 | Leadership Team training as to the purpose of THIS year's Team Planning sessions, the format for accountability, and the role of the Leadership Team member in planning sessions. | \$0.00 |
| 2      | G1.B1.S1.A2 | Grade Level common planning for Science on the second Wednesday of every month  | \$0.00 |
| 3      | G2.B1.S1.A1 | Administration will alert the Guidance Departement after a student's second referral.   | \$0.00 |
| 4      | G3.B1.S1.A1 | Coaches will provide training and facilitate discussion regarding analysis of school-wide and classroom data  | \$0.00 |
| Total: |             |   | \$0.00 |