

Polk County Public Schools

Eagle Lake Elementary School



2017-18 Schoolwide Improvement Plan

Eagle Lake Elementary School

400 CRYSTAL BEACH RD, Eagle Lake, FL 33839

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We, at Eagle Lake Elementary, supported by family and community, are committed to teaching a meaningful curriculum in a safe, positive learning environment, where students will be respectful, productive and responsible citizens.

b. Provide the school's vision statement.

The vision of Eagle Lake Elementary School is to become a healthy community of learners that develops high performing students with an emphasis on collaboration involving families, staff members, and school community.

2. School Environment

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

At Eagle Lake Elementary, we strive to build relationships with students and learn about cultures which is critical to the student's academic achievement. At the beginning of the year, teachers build relationships with students by setting clear expectations, modeling positive attitudes, and leading by example. Classroom rules are enforced in a positive manner. Teachers can get to know their students by building rapport with students about non-academic topics, getting to know each child in order to individualize instruction to meet the needs of the student, and being mindful of the words they speak to the students.

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

Staff members are strategically placed around the school for morning, lunch and afternoon duty to ensure students are behaving in a safe and orderly manner. Each classroom teacher posts school-wide rules and sets expectations for their students. In addition to the district provided bullying lessons, teachers train students on how to fill out a slip to report when they feel they are being bullied. The bully box is located in the front office. The guidance counselor monitors the box and meets with students involved in the situation to complete an initial assessment to determine if a bullying incident has actually taken place. If the counselor feels bullying has actually taken place, the guidance counselor will refer the situation to administration. The administration will follow protocol to disintegrate the situation.

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.

Eagle Lake Elementary is a Positive Behavior Support (PBS) school and utilizes the CHAMPS model throughout the school. Eagle Lake Elementary rewards its students for making good choices and for following school wide expectations by giving them "Eagle Bucks". The Eagle Bucks are given out randomly by any staff member who sees the student following the expectations. They should never be taken away once they are earned. When giving a student an Eagle Buck, they should be told what they did to earn the Eagle Buck and what expectation the behavior fulfilled. The student should then

put their name on the Eagle Buck as they will be responsible for keeping track of their own Eagle Bucks. Each teacher should have a designated place for their students to keep their Eagle Bucks.

The PBS Team will schedule an activity every month. Special “social activities” will be scheduled intermittently and will require more Eagle Bucks to participate. The students can redeem their bucks as they choose. Students will be informed of upcoming activities in case they want to save up for a particular social activity rather than spend them.

The students have responded well to the “Eagle Bucks” and it is a system that is easily managed by the staff. Staff also have the opportunity to earn Eagle Bucks and will have items or activities with which to redeem them.

Guidelines for Eagle Bucks

- Never take away once given.
- Provide a place for your students to put their Eagle Bucks, for safe-keeping. (i.e. in front of their agenda, sandwich bag, pencil pouch)
- Have your students put their name on all of their Eagle Bucks.
- If one of your students should lose an Eagle Buck(s):
-Nicely tell them that it is their responsibility to keep track of their Eagle Bucks. Remind them that their Eagle Bucks that they earn in the future should be placed in the decided upon designated area.

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.

Eagle Lake ensures the social-emotional needs of students are being met by providing prevention, intervention, transition and follow-up services for students and families. Our counselor provides direct services for all children and youth, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment.

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.

Within the Performance Matters System we can track students who meet the following criteria:

1. Absent 10% or more for the days enrolled. Individual students are listed and tracked in each grade level when they have meet the criteria. In addition, a total is listed of all students for the school.
2. Over-age students with 2 or more years for the grade level. Students are tracked in grades 3-5 who meet the criteria. In addition a total is listed for the school.
3. OSS/ISS tracking do determine if the same students are Attendance issues.

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	2	16	14	18	9	11	0	0	0	0	0	0	0	70	
One or more suspensions	1	5	4	5	14	13	0	0	0	0	0	0	0	42	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Math Level 1 FSA	0	0	0	25	23	43	0	0	0	0	0	0	0	91	
ELA Level 1 FSA	0	0	0	29	10	26	0	0	0	0	0	0	0	65	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	5	4	5	10	15	0	0	0	0	0	0	0	40	

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

Positive behavioral interventions and supports are implemented to help students acquire appropriate behavior and skills rather than focusing solely on eliminating or reducing problem behaviors. This enables students to make progress towards goals and in the general education curriculum and function as independently as possible. Students are also sent to other classrooms in the same grade level to have time to decompress and are also, provided with small group academic interventions as needed.

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?

Yes

1. PFEP Link

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

2. Description

Eagle Lake recruits parents and community members for school tasks, listens to other people's viewpoints, and encourages collaborative decision making to build a solid foundation for all school/family/community partnerships. We will be targeting every parent every week by sending home weekly Title 1 newsletters informing parents of events happening in school and how parents can help their students at home. Our school marquee will be updated regularly to inform parents of upcoming Title 1 events and additional school related events. We will also inform parents through the use of flyers and notes in the students agendas.

We will be targeting parents in grades K-5 to inform them of the changes in the curriculum in math and reading this year. We'll invite the parents for our event titled, "Breakfast with the Principal." Our

Leadership Team will share important information regarding our school's programs, procedures, curriculum expectations, and use of technology at home to help parents help their child succeed. We will also target all parents and offer workshops in reading, math, writing, science, and test taking skills. These workshops will offered in groups K-2 and 3-5.

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.

Eagle Lake has entered into a several business partnerships with our area businesses. Chick-Fil-A has been generous with providing incentives for students and food coupons to be used during our evening parent meetings. Lowes Home Improvement, First Baptist Church, Walt Disney World and Wal-Mart provided our students with school classroom supplies required to start the year. Also, RaceTrac of Eagle Lake has been very generous in supplying our teachers and students with coupons for free food and drinks.

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
Loutzenhiser, Connie	Principal
Jimenez, Maria	School Counselor
Raub, Kathryn	Assistant Principal
Greenlee, Bobbie	Instructional Coach
Fellows, Dawn	Instructional Coach
Anderson, Cory	Other

b. Duties

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

The leadership team will meet weekly. The roles/functions will include the collection and analysis of data, contribute to and review/revise the School Improvement Plan, plan professional development opportunities, and share overall happenings from each member of the leadership team to improve Each member of the team will serve the staff in their designated area of assignments. For example, the administration and/or coaches will lead the staff during professional developments and/or PLCs. The coaches will work with the staff to plan standards-based lessons on a weekly basis. The Reading interventionist will work with students 70% of the day and the remaining portion can be attributed to Title one duties. The assistant principal will lead teachers in implementing PBS behavior plan and working with teachers and staff to ensure Eagle Lake Elementary is a safe and secure environment.

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.

Baseline data is gathered through STAR reading and math grades K-5 and is available through the District Performance Matters site. Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores. Also, K-5 will have data from the Reading Wonders beginning/end of the year assessments and Go Math Unit Assessments that will be used to progress monitor.

Bi-monthly, during a Grade Level PLC meetings, the teachers will review the data collected with the administration, recommendations will be made as needed to increase student achievement and used in grouping students for instruction in the classroom.

Classroom teachers will conduct Data Chats with students monthly to help students develop strategies and goals to increase academic achievement in reading and math.

Diagnostic Monitoring Data is gathered through CBT provided by the county, and other ongoing assessments.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

NA

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

Eagle Lake Elementary is participating in the Community Eligibility Option (CEO) pilot program during the 2014-2015 school year. This program provides free breakfasts and lunches without having to fill out a qualifying application for the free and reduced meal programs.

Housing Programs
NA

Head Start
Four units of Head Start are housed on campus and managed by Polk County Schools.

Adu It Education
NA

Career and Technical Education
NA

Job Training
NA

Other
NA

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Connie Loutzenhiser	Principal
Yvonne Moore	Parent
Peggy Koran	Business/Community
Dick Loutzenhiser	Business/Community
Merida Acevedo	Parent
Stacy Harris	Parent
Marsha Boudreau	Business/Community
Kathy Raub	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 SAC is involved with developing and implementing our school improvement plan. The council is advisory in nature and meets four times per year. The SIP was evaluated during a SAC meeting.

b. Development of this school improvement plan

A member of SAC is a member of the SIP committee and helps develop the goals and strategies.

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

The preparation of the school's annual budget was completed May 2017. The budget will be discussed at the first SAC meeting; Sept. 2017.

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

There were no school improvement funds.

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
Raub, Kathryn	Assistant Principal
Loutzenhiser, Connie	Principal
Fellows, Dawn	Teacher, K-12
Bell, Michelle	Instructional Media
Bowen, Tanya	Teacher, K-12
Cowden, Kathryn	Teacher, K-12
Mazuca, Aimee	Teacher, K-12

b. Duties

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

The PURPOSE of the LLT is to increase student achievement in literacy by including literacy-based activities across the curriculum by focusing on school-wide literacy though activities and events. The LLT will meet bi-monthly to communicate and gather input from grade levels as requested by the committee.

The COMPREHENSIVE LITERACY PLAN will include:

Implementation of the Florida Standards with fidelity

Reading Wonders implementation with fidelity

Implement 120 minutes reading block.

Implement additional 60 minute intervention/acceleration block for differentiated groups based on data

Active use of the Media Center to increase circulation

Identifying the strengths/weaknesses of the different Reading Strategies and/or Comprehension Skills

Model best reading practices using read alouds

Implement Smarty Ants with fidelity in K-1st

Implement IStation with fidelity in K-5th grade classrooms

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.

Each week during Collaborative Planning the teachers will meet with the Administration/School-based Coaches for Reading, Math, Science and Writing. This planning will take place on Tuesdays. Administration/coaches will be available to aid in providing research-based strategies and resources.

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

1. Partnering new teachers with veteran staff
2. Welcome and encourage Level 2 and Level 3 Interns from local colleges and universities
3. Implement common planning times to build teams
4. Attend district Job Fairs.
5. New teachers will participate in a New Teacher PLC meeting monthly for training and informational sessions with appropriate school staff.

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

1. Experienced teachers will be partnered with first year teachers. These teachers are in a unique position to mentor First Year teachers because they are successful, experienced teachers who can share specific information about the curriculum, teaching strategies, and routines for the particular grade level. Activities will include: reviewing Curriculum Maps and teaching strategies, an Introduction to Pinnacle, the online grade records book used in Polk County, and discussions of classroom management.
2. The Leadership Team will be partnered with teachers who are new to Eagle Lake Elementary. The Leadership Team consists of experienced teachers; as well as the administration and other specialized teachers (guidance, Library Media Specialist, coaches, etc.). This group of individuals will be able to help these experienced teachers be successful in this school. Activities will include: an introduction to the various resources available and sharing insights into the Eagle Lake Elementary community, the students, parents, community leaders, and other supporters of the school.
3. The Leadership Team will also be partnered with struggling teachers. Lead by the administration, the Leadership Team will be able to share a variety of experiences and provide guidance for teachers who are struggling to have their students achieve in their classrooms. Activities will include: reviewing the Curriculum Maps and successful teaching strategies, observations and reflections to help the teacher be successful in the classroom, and modeling lessons, use of technology, classroom management, etc.

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.

Each classroom teacher uses the county provided Curriculum Learning Maps during collaborative planning sessions for all subjects. Administration and School-based coaches meet with the teachers during their planning sessions to provide support. Teachers have access to CPALM lessons through

the learning maps. Furthermore, teachers have been provided with all materials for Reading Wonders and Go Math. If teachers choose a resource outside of CPALMS or the curriculum materials provided, the teacher must document the standard that aligns with the resource in their lesson plans.

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 uses data to provide and differentiate instruction to meet the diverse needs of students by keeping-it-simple. Teachers determine what grade-level and content-area standards need to be retaught, when each standard will be retaught, and how to determine student mastery after reteaching. Agreement on the "what," "when," and "reassessment" plan ensures that standards get implemented consistently with the entire teaching team. In addition, several support staff have been in classrooms working in small groups on academic skills that need improvement.

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: 0

An additional 60 minutes of Intensive Reading and/or Math intervention and/or acceleration during the instructional time is added daily. This will assist in helping increase student achievement in math and reading.

Strategy Rationale

The additional 60 minutes a day will ensure that teachers have time to implement individualized small group instruction to meet student proficiency in reading and math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rogers, Robin, robin.rogers@polk-fl.net

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

Data will be collected and analyzed from STAR(reading and math), Go Math Unit Assessments, Reading Wonders Unit Tests, teacher-made ongoing writing assessments; as well as any assessments given.

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.

ESE PreK:

Plans are being made to meet with parents of students who will exit the ESE PreK program at the end of this year. They will receive information concerning the expectations, curriculum and the role of Common Core in Kindergarten.

Head Start:

Several Informational Meetings will be held for parents of students who would be attending Head Start on our campus. Many of these were conducted on a one-to-one basis.

Day Care Programs:

The local Day Care Centers are given information notices to be distributed to the parents of students who will attend Eagle Lake Elementary so they can chose to attend any of the meetings/activities on campus. Copies of the Tuesday Tidbits, a weekly Title I publication, will be sent to each of these facilities.

5th Graders Transitioning to Middle School:

Students are provided with information and are encouraged to attend orientation prior to students starding the new year. The feeder middle schools recruit students for band and other electives.

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.

NA

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

NA

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

NA

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.

NA

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.

Points of strength:

1. Maintaining proficiency overall in 3rd-5th ELA
2. Increase in overall reading and math learning gains
3. Increase in the lowest 25% learning gains in ELA and math
4. Increase in overall math proficiency

Points of weakness:

1. Differentiated instruction in ELA and Math in 3rd-5th grade
2. SWD and ELL proficiency
3. Excessive absences
4. Decrease in science proficiency

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.

1. Release of tasks to students whole group and small group
2. Student motivation/engagement
3. Lack of effective lesson planning focusing on differentiated instruction based on data
4. Teachers understanding how to analyze data to adjust instruction to meet the needs of students

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.** All staff members at Eagle Lake Elementary will work to differentiate instruction in order to increase student achievement..
- G2.** By May 2018, Eagle Lake Elementary's average attendance rate will increase 4% which will increase student achievement.

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. All staff members at Eagle Lake Elementary will work to differentiate instruction in order to increase student achievement.. 1a

G098891

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	290.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of Differentiated Instruction
- Lack of resources
- Lack of interpretation of data using STAR and IStation for differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders/ Intervention/Wonder Works
- STAR Reading
- I Station Reading
- Coaches and Interventionist
- FCRR
- STAR Math
- I Station Math

Plan to Monitor Progress Toward G1. 8

Increase in students achievement

Person Responsible

Kathryn Raub


Schedule

Monthly, from 9/29/2017 to 4/27/2018

Evidence of Completion

I Station Data, STAR Data

G2. By May 2018, Eagle Lake Elementary's average attendance rate will increase 4% which will increase student achievement. 1a

 G098892

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Faculty/ Staff Awareness
- Parent/Student Awareness

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselor
- Attendance Manager/Attendance Team
- Social Worker
- PCSB Code of Conduct
- Genesis Reports

Plan to Monitor Progress Toward G2. 8

Monitor daily attendance rates

Person Responsible

Connie Loutzenhiser

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Genesis Reports, Signed parent contracts, attendance team meetings, teacher documentation

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. All staff members at Eagle Lake Elementary will work to differentiate instruction in order to increase student achievement.. 1

 G098891

G1.B2 Lack of understanding of Differentiated Instruction 2

 B266203

G1.B2.S1 PLC on Differentiated instruction 4

 S282140

Strategy Rationale

Train current and new personnel on how to plan for Differentiated Instruction and what it should look like in the classroom environment.

Action Step 1 5

PLC on Differentiated Instruction for student achievement.

Person Responsible

Connie Loutzenhiser

Schedule

Quarterly, from 8/4/2017 to 4/6/2018

Evidence of Completion

Sign in sheets

Action Step 2 5

Professional Development to increase resources for Differentiated Instruction to include: Multiplication/Money Bait, Science Studies Weekly, Scholastic News, and supplies for student achievement.

Person Responsible

Connie Loutzenhiser

Schedule

Monthly, from 8/4/2017 to 4/6/2018

Evidence of Completion

Lesson Plans to reflect the use of resources

Action Step 3 5

Increase technical resources to aid in Differentiating Instruction to include: Laptop Computers, Laptop Carts, Headphones, Document Cameras for student achievement and Site Licenses.

Person Responsible

Cory Anderson

Schedule

On 4/6/2018

Evidence of Completion

Data collected of student usage to assist in planning with teachers to aid in Differentiating Instruction.

Action Step 4 5

Collaborative planning days for teachers (with substitutes) to look at student data and make classroom and tutoring decisions using Differentiated Instruction for student achievement.

Person Responsible

Bobbie Greenlee

Schedule

On 2/28/2018

Evidence of Completion

Sign-in sheets, lesson plan documentation.

Action Step 5 5

Offer tutoring instruction with the use of Differentiated Instruction.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 10/2/2017 to 3/2/2018

Evidence of Completion

Lesson plans and student attendance rosters.

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

Administration will monitor evidence of Differentiated Instruction in the classroom

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/28/2017 to 8/28/2017

Evidence of Completion

walkthrough data, coaching notes, observation

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

Increase in student achievement

Person Responsible

Connie Loutzenhiser

Schedule

Monthly, from 9/29/2017 to 9/29/2017


Evidence of Completion

STAR Data, I Station Data, Reading Wonders weekly assessments

G1.B4 Lack of interpretation of data using STAR and IStation for differentiated instruction **2**

 B266205

G1.B4.S1 Monthly data chats with teachers **4**

 S282141

Strategy Rationale

Monitor student progress and to assist in planning for differentiated instruction.

Action Step 1 **5**

Schedule monthly data chats by grade level and plan for instruction using data collected monthly

Person Responsible

Kathryn Raub

Schedule

Monthly, from 8/29/2017 to 4/24/2018

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Monitor monthly data chats with each grade level

Person Responsible

Kathryn Raub

Schedule

Monthly, from 8/29/2017 to 8/29/2017

Evidence of Completion

Observations, sign in sheets, lesson plans, agendas

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor classroom and student data for achievement

Person Responsible

Kathryn Raub


Schedule

Monthly, from 9/29/2017 to 9/29/2017


Evidence of Completion

STAR Data, I Station Data, Reading Wonders weekly assessments

G2. By May 2018, Eagle Lake Elementary's average attendance rate will increase 4% which will increase student achievement. 1

 G098892

G2.B1 Faculty/ Staff Awareness 2

 B266207

G2.B1.S1 PD for all staff on the awareness for attendance 4

 S282142

Strategy Rationale

Staff need to understand why attendance is important and how it effects our school and students

Action Step 1 5

PD on the importance of attendance and attendance procedures

Person Responsible

Connie Loutzenhiser

Schedule

Evidence of Completion

Sign in sheets

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

Monitor daily attendance rate

Person Responsible

Connie Loutzenhiser

Schedule

Evidence of Completion

sign in sheets, daily attendance rate

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

Monitor daily attendance rate

Person Responsible

Connie Loutzenhiser


Schedule

Daily, from 8/10/2017 to 5/25/2018


Evidence of Completion

Genesis Reports

G2.B2 Parent/Student Awareness 2

 B266208

G2.B2.S1 Inform parents and students of the importance of being on time to school everyday. 4

 S282143

Strategy Rationale

Increase student attendance rate and student achievement

Action Step 1 5

Increase parent and student awareness of the importance of student attendance through multiple avenues including agendas

Person Responsible

Maria Jimenez

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

parent newsletter, marque, phone communication log, parent conferences

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Monitor student attendance

Person Responsible

Maria Jimenez

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

attendance contracts, teacher documentation, attendance team meetings

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

Increase in student daily attendance

Person Responsible

Maria Jimenez

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Genesis reports, Performance Matters Reports

G2.B2.S2 Recognize classroom and students for attendance 4

 S282144

Strategy Rationale

Motivate students to come to school

Action Step 1 5

Monthly recognition of class attendance

Person Responsible

Kathryn Raub

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Attendance certificates

Action Step 2 5

Monthly and Quarterly recognition of student perfect attendance

Person Responsible

Kathryn Raub

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student attendance certificates

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor classroom and student attendance

Person Responsible

Kathryn Raub

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Attendance data, Performance Matters Reports, Genesis Reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor student daily attendance rates

Person Responsible

Kathryn Raub

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

student attendance data

G2.B2.S3 Incorporate the Polk Vision Attendance Team in decision making concerning all attendance matters. 4

 S282145

Strategy Rationale

Increase student attendance rate

Action Step 1 5

Meet with the attendance team

Person Responsible

Connie Loutzenhiser

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

attendance data

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Collect meeting evidence throughout the year

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Notes, sign in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Increase in student attendance

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/10/2017 to 5/24/2018







Evidence of Completion

Genesis data and Performance Matters data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M413157	Monitor daily attendance rate	Loutzenhiser, Connie	8/3/2017	sign in sheets, daily attendance rate	No End Date one-time
G2.B1.S1.A1 A380726	PD on the importance of attendance and attendance procedures	Loutzenhiser, Connie	8/3/2017	Sign in sheets	No End Date one-time
G2.B2.S1.A2 A380728	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M413152	Administration will monitor evidence of Differentiated Instruction in the classroom	Loutzenhiser, Connie	8/28/2017	walkthrough data, coaching notes, observation	8/28/2017 weekly
G1.B4.S1.MA1 M413154	Monitor monthly data chats with each grade level	Raub, Kathryn	8/29/2017	Observations, sign in sheets, lesson plans, agendas	8/29/2017 monthly
G1.B2.S1.MA1 M413151	Increase in student achievement	Loutzenhiser, Connie	9/29/2017	STAR Data, I Station Data, Reading Wonders weekly assessments	9/29/2017 monthly
G1.B4.S1.MA1 M413153	Monitor classroom and student data for achievement	Raub, Kathryn	9/29/2017	STAR Data, I Station Data, Reading Wonders weekly assessments	9/29/2017 monthly
G1.B2.S1.A4 A380723	Collaborative planning days for teachers (with substitutes) to look at student data and make...	Greenlee, Bobbie	10/10/2017	Sign-in sheets, lesson plan documentation.	2/28/2018 one-time
G1.B2.S1.A5 A380724	Offer tutoring instruction with the use of Differentiated Instruction.	Loutzenhiser, Connie	10/2/2017	Lesson plans and student attendance rosters.	3/2/2018 weekly
G1.B2.S1.A1 A380720	PLC on Differentiated Instruction for student achievement.	Loutzenhiser, Connie	8/4/2017	Sign in sheets	4/6/2018 quarterly
G1.B2.S1.A2 A380721	Professional Development to increase resources for Differentiated Instruction to include:...	Loutzenhiser, Connie	8/4/2017	Lesson Plans to reflect the use of resources	4/6/2018 monthly
G1.B2.S1.A3 A380722	Increase technical resources to aid in Differentiating Instruction to include: Laptop Computers,...	Anderson, Cory	9/5/2017	Data collected of student usage to assist in planning with teachers to aid in Differentiating Instruction.	4/6/2018 one-time
G1.B4.S1.A1 A380725	Schedule monthly data chats by grade level and plan for instruction using data collected monthly	Raub, Kathryn	8/29/2017	Agendas and sign in sheets	4/24/2018 monthly
G1.MA1 M413155	Increase in students achievement	Raub, Kathryn	9/29/2017	I Station Data, STAR Data	4/27/2018 monthly
G2.B2.S1.MA1 M413158	Increase in student daily attendance	Jimenez, Maria	8/10/2017	Genesis reports, Performance Matters Reports	5/24/2018 quarterly
G2.B2.S1.MA1 M413159	Monitor student attendance	Jimenez, Maria	8/10/2017	attendance contracts, teacher documentation, attendance team meetings	5/24/2018 monthly
G2.B2.S1.A1 A380727	Increase parent and student awareness of the importance of student attendance through multiple...	Jimenez, Maria	8/10/2017	parent newsletter, marque, phone communication log, parent conferences	5/24/2018 monthly
G2.B2.S2.MA1 M413160	Monitor student daily attendance rates	Raub, Kathryn	8/10/2017	student attendance data	5/24/2018 weekly
G2.B2.S2.MA1 M413161	Monitor classroom and student attendance	Raub, Kathryn	8/10/2017	Attendance data, Performance Matters Reports, Genesis Reports	5/24/2018 monthly
G2.B2.S2.A1 A380729	Monthly recognition of class attendance	Raub, Kathryn	8/31/2017	Attendance certificates	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A2  A380730	Monthly and Quarterly recognition of student perfect attendance	Raub, Kathryn	8/10/2017	Student attendance cetificates	5/24/2018 quarterly
G2.B2.S3.MA1  M413162	Increase in student attendance	Loutzenhiser, Connie	8/10/2017	Genesis data and Performance Matters data	5/24/2018 weekly
G2.B2.S3.MA1  M413163	Collect meeting evidence throughout the year		8/10/2017	Notes, sign in sheets, agendas	5/24/2018 quarterly
G2.B2.S3.A1  A380731	Meet with the attendance team	Loutzenhiser, Connie	8/10/2017	attendance data	5/24/2018 quarterly
G2.MA1  M413164	Monitor daily attendance rates	Loutzenhiser, Connie	8/10/2017	Genesis Reports, Signed parent contracts, attendance team meetings, teacher documentation	5/25/2018 daily
G2.B1.S1.MA1  M413156	Monitor daily attendance rate	Loutzenhiser, Connie	8/10/2017	Genesis Reports	5/25/2018 daily

V. Professional Development Opportunities

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

G1. All staff members at Eagle Lake Elementary will work to differentiate instruction in order to increase student achievement..

G1.B2 Lack of understanding of Differentiated Instruction

G1.B2.S1 PLC on Differentiated instruction

PD Opportunity 1

PLC on Differentiated Instruction for student achievement.

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

Quarterly, from 8/4/2017 to 4/6/2018

PD Opportunity 2

Professional Development to increase resources for Differentiated Instruction to include: Multiplication/Money Bait, Science Studies Weekly, Scholastic News, and supplies for student achievement.

Facilitator

Consultants

Participants

Teaching Staff

Schedule

Monthly, from 8/4/2017 to 4/6/2018

G2. By May 2018, Eagle Lake Elementary's average attendance rate will increase 4% which will increase student achievement.

G2.B1 Faculty/ Staff Awareness

G2.B1.S1 PD for all staff on the awareness for attendance

PD Opportunity 1

PD on the importance of attendance and attendance procedures

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	PLC on Differentiated Instruction for student achievement.				\$200,627.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1701 - Eagle Lake Elementary School	Title, I Part A		\$58,338.21
			<i>Notes: Carolyn Bryant, Literacy Coach</i>			
	5100	100-Salaries	1701 - Eagle Lake Elementary School	Title, I Part A		\$61,883.83
			<i>Notes: Gwendolyn Fellows, Reading Interventionist</i>			
	5100	100-Salaries	1701 - Eagle Lake Elementary School	Title, I Part A		\$17,943.12
			<i>Notes: Wendy Gomez, Paraprofessional (divided between Basic and Parental Involvement)</i>			
	5000	530-Periodicals	1701 - Eagle Lake Elementary School	Title, I Part A		\$1,300.00
			<i>Notes: Science Studies Weekly Scholastic News</i>			
	6300	140-Substitute Teachers	1701 - Eagle Lake Elementary School	Title, I Part A		\$9,465.60
			<i>Notes: Collaborative Planning Days-2 days Professional Development Day-1 day (Baits)</i>			
	6400	130-Other Certified Instructional Personnel	1701 - Eagle Lake Elementary School	Title, I Part A		\$2,700.00
			<i>Notes: Baits-Multiplication/Money</i>			
	5000	100-Salaries	1701 - Eagle Lake Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Tutoring of students</i>			
	5100	622-Audio Visual Materials Non-Capitalized	1701 - Eagle Lake Elementary School	Title, I Part A		\$29,390.00
			<i>Notes: Document Cameras, Laptops, Laptop Cart, Headphones Site License</i>			
	5100	510-Supplies	1701 - Eagle Lake Elementary School	Title, I Part A		\$9,606.47
2	G1.B2.S1.A2	Professional Development to increase resources for Differentiated Instruction to include: Multiplication/Money Bait, Science Studies Weekly, Scholastic News, and supplies for student achievement.				\$3,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1701 - Eagle Lake Elementary School	Title, I Part A		\$3,295.00
			<i>Notes: Reflex, online subscription</i>			

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3	G1.B2.S1.A3	Increase technical resources to aid in Differentiating Instruction to include: Laptop Computers, Laptop Carts, Headphones, Document Cameras for student achievement and Site Licenses.				\$0.00
4	G1.B2.S1.A4	Collaborative planning days for teachers (with substitutes) to look at student data and make classroom and tutoring decisions using Differentiated Instruction for student achievement.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		1701 - Eagle Lake Elementary School	Title, I Part A		\$30,000.00
			Notes: substitutes for curriculum planning			
5	G1.B2.S1.A5	Offer tutoring instruction with the use of Differentiated Instruction.				\$0.00
6	G1.B4.S1.A1	Schedule monthly data chats by grade level and plan for instruction using data collected monthly				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1701 - Eagle Lake Elementary School			\$0.00
7	G2.B1.S1.A1	PD on the importance of attendance and attendance procedures				\$0.00
8	G2.B2.S1.A1	Increase parent and student awareness of the importance of student attendance through multiple avenues including agendas				\$7,981.04
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	1701 - Eagle Lake Elementary School	Title, I Part A		\$5,981.04
			Notes: Wendy Gomez-Parent Involvement Paraprofessional			
	6150		1701 - Eagle Lake Elementary School	Title, I Part A		\$2,000.00
			Notes: Student Agendas			
9	G2.B2.S1.A2					\$0.00
10	G2.B2.S2.A1	Monthly recognition of class attendance				\$0.00
11	G2.B2.S2.A2	Monthly and Quarterly recognition of student perfect attendance				\$0.00
12	G2.B2.S3.A1	Meet with the attendance team				\$0.00
					Total:	\$241,903.27