

Polk County Public Schools

Eagle Lake Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	D	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
Greenlee, Bobbie	Instructional Coach
Anderson, Cory	Other
Hardesty, Bradley	Assistant Principal
Murphy, Amy	Instructional Coach

Duties

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 instructions on a weekly basis. The Assistant

Principal will lead teachers in implementing PBIS behavior plan and working with teachers and staff to ensure Eagle Lake Elementary is a safe and secure environment. Guidance will continue to be a resource for teachers and students when needed and continue with RTI/MTSS.

Early Warning Systems

Year 2017-18

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	25	16	15	20	14	13	0	0	0	0	0	0	0	103
One or more suspensions	1	1	4	3	12	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	1	6	7	7	7	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	19	7	9	0	0	0	0	0	0	0	35

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	3	0	2	9	1	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	5	0	19	0	0	0	0	0	0	0	0	0	26
Retained Students: Previous Year(s)	22	8	12	18	2	0	0	0	0	0	0	0	0	62

Date this data was collected

Tuesday 7/10/2018

Year 2016-17 - As Reported

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	40

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

School wide 2017-2018 FSA data shows that ELA performed the lowest. This is not a trend.

Which data component showed the greatest decline from prior year?

2017-2018 FSA data shows that the greatest decline from prior year is 4th Grade ELA: 62--> 42. Also, Learning Gains for ELA declined from previous year data: 57-->50.

Which data component had the biggest gap when compared to the state average?

When comparing FSA data with the state data Eagle Lake Elementary had 2 components that had sufficient gap, both in ELA:

Eagle Lake Elem 3rd Grade-42% Proficient, State-57% Proficient, and 4th Grade-42% Proficient, State 56% Proficient.

Math Data for all 3 grade levels showed gap of 1-3%.

Which data component showed the most improvement? Is this a trend?

2017-2018 FCAT data shows that Science showed the most improvement: 43-->57. This is a trend because every year for the last 4 years Science Proficiency Scores have increased.

Describe the actions or changes that led to the improvement in this area.

Technology based instruction with hands-on 5E activities.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	50%	56%	51%	48%	52%
ELA Learning Gains	50%	51%	55%	49%	49%	52%
ELA Lowest 25th Percentile	58%	45%	48%	24%	42%	46%
Math Achievement	61%	58%	62%	47%	54%	58%
Math Learning Gains	65%	56%	59%	39%	52%	58%
Math Lowest 25th Percentile	50%	44%	47%	21%	41%	46%
Science Achievement	57%	53%	55%	45%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (2)	16 (16)	15 (14)	20 (18)	14 (9)	13 (11)	103 (70)
One or more suspensions	1 (1)	1 (5)	4 (4)	3 (5)	12 (14)	4 (13)	25 (42)
Course failure in ELA or Math	1 (0)	6 (0)	7 (0)	7 (0)	7 (0)	0 (0)	28 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (0)	7 (0)	9 (0)	35 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	42%	51%	-9%	57%	-15%
	2017	39%	53%	-14%	58%	-19%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	42%	48%	-6%	56%	-14%
	2017	63%	51%	12%	56%	7%
Same Grade Comparison		-21%				
Cohort Comparison		3%				
05	2018	48%	50%	-2%	55%	-7%
	2017	45%	44%	1%	53%	-8%
Same Grade Comparison		3%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	56%	4%	62%	-2%
	2017	55%	58%	-3%	62%	-7%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	59%	57%	2%	62%	-3%
	2017	61%	60%	1%	64%	-3%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2018	62%	56%	6%	61%	1%
	2017	25%	47%	-22%	57%	-32%
Same Grade Comparison		37%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	55%	51%	4%	55%	0%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	39	46	29	53						
ELL	31			64							
BLK	33	57		41	48	45	42				
HSP	43	44	40	61	61		53				
WHT	54	53	50	70	76	57	67				
FRL	40	49	57	55	59	48	50				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	18	10	36	44	36					
ELL	44	60		56	50						
BLK	41	66	64	31	45	46	16				
HSP	53	53	60	61	51		47				
WHT	53	55	43	51	45	44	56				
FRL	43	54	50	37	37	27	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Improve Core Instruction: ELA, Math, and Science
Rationale	There was a deficiency in the area of ELA, percent of students proficient, which was a decrease from previous years, downward trend. Math and Science continues to show growth in the areas of student proficiency and it is the intent to continue that upward trend
Intended Outcome	Increase FSA Proficiency and Learning Gains scores in ELA, Math and Science including all sub groups.
Point Person	Connie Loutzenhiser (connie.loutzenhiser@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none"> 1. PLC's on Differentiated Instruction for student achievement using data analysis (Renaissance) 2. PLC's on setting targets and using scales (LSI). 3. Continuous weekly discussions during Collaborative Planning to plan for instruction to include targets, task, and taxonomy alignment facilitated by LSI Team (Administration, Coaches, Teachers) 4. Collaborative Planning Days (2): fall & winter) for teachers (with substitutes) to continue data analysis to make decisions about planning for instruction facilitated by Coaches 5. Professional Learning for Deepening Math Instructional Practices (2nd-5th math teachers-with substitutes). 5. Individual data chats with teachers, if needed, to help plan for instruction. 6. Coach's to facilitate Coaching Cycle 7. Analysis of FSA Data and current classroom data to offer students tutoring. 8. Revisit AR Goals for students/class 9. Purchase instructional Leveled Readers for Social Studies for Differentiated Instruction during ELA block. 10. Conferences with parents to discuss student data 11. Supplies and personnel will be used for Parent night to assist with helping outside the classroom. 12. Use of technology supplies for printing of data and needs for the tutoring program.
Person Responsible	Bradley Hardesty (bradley.hardesty@polk-fl.net)

Plan to Monitor Effectiveness

Description	Administration will monitor evidences of student achievement through the use of walk-throughs , participating in PLC's/Collaborative Planning, data chats, district/classroom assessments, LSI "Growth Tracker" and "At A Glance."
Person Responsible	Connie Loutzenhiser (connie.loutzenhiser@polk-fl.net)

Activity #2	
Title	Improve Conditions for Learning: Discipline, Attendance
Rationale	Attendance: Goal for 2017-2018: 96% Did not meet goal-94% Discipline: Referrals for 2017-2018: 184 This was an 100 % increase in discipline referrals from previous year: 90
Intended Outcome	Increase attendance rate to 95%. Decrease Discipline Referrals by 50%.
Point Person	Connie Loutzenhiser (connie.loutzenhiser@polk-fl.net)
Action Step	
Description	<p>Attendance:</p> <ol style="list-style-type: none"> 1. Continue Polk Vision initiative with Attendance Team/SAC 2. Collect and discuss data 4 times a year to make decisions for changes 3. Through the use of student agendas keep parents informed about attendance issues 4. Rewards-students and staff for perfect attendance. 5. Monthly newsletters to address attendance concerns 6. Attendance data will be posted for stakeholder. 7. Work with staff to create positive reinforcements to award students to increase attendance. <p>Discipline:</p> <ol style="list-style-type: none"> 1. Attend PBIS Refresher 2. Convene PBIS team to discuss concerns in addition to rewards and development of implementation plan. 3. Revisit PBIS with staff at beginning of year to include lessons for teaching expectations. 4. Collect and discuss data monthly to make decision for changes 5. Through the use of student agendas/tracking forms keep parents informed about discipline issues. 6. Administration will continue to support teachers to support positive behavior.
Person Responsible	Bradley Hardesty (bradley.hardesty@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>Monitor daily attendance rates-FOCUS</p> <p>Monitor discipline referrals-FOCUS</p>
Person Responsible	Connie Loutzenhiser (connie.loutzenhiser@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 by sending home monthly 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 continually informing parents in grades K-5 changes in the curriculum in math and reading. 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 offer to all parents workshops in reading, math, writing, science, and test taking skills. These workshops will offered in groups K-2 and 3-5.

PFEP Link

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

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.

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 Florida Standards in Kindergarten.

Head Start:

Monthly 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.

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.

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/STAR Math and I-Station Reading/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 FSA/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.

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.

Title I, Part D

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

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 IX- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Nutrition Programs

Eagle Lake Elementary is participating in the Community Eligibility Option (CEO) pilot program which provides free breakfasts and lunches without having to fill out a qualifying application.

Head Start

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

K Kids-In partnership with Kiwanis Club of Winter Haven

Career Day-In partnership with various businesses/organizations

Part V: Budget

Total:

\$0.00