

Polk County Public Schools

Lake Shipp Elementary School



2018-19 Schoolwide Improvement Plan

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Lake Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

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

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	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	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.

The Mission of Lake Shipp Elementary School is to create a culture that motivates success and equips students for the future.

Provide the school's vision statement.

Vision:

At Lake Shipp Elementary students are educated through a collaborative team consisting of parents, school staff, peers, and the community to become lifelong learners. Children take risks and become productive and innovative without fear of failure; their gifts and talents are recognized and celebrated.

MOTTO:

R - Responsible in ALL things

O - Outstanding Character

A - Academic Pride

R - Resolve Problems Peacefully

School Leadership Team

Membership

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

Name	Title
Raub, Kathryn	Principal
Irace, Karen	Assistant Principal
Murphy, Jane	Instructional Coach
MacEachem, Melissa	Other
Crutchfield, Allison	Instructional Technology
Egan, Jilleene	School Counselor
Gossman, Sara	Instructional Media

Duties

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

Kathryn Raub (Principal) and Karen Irace (Assistant Principal) are responsible for the implementation of strategies listed in the School Improvement Plan. They also allocate resources and determine what additional supports are needed for our teachers. Karen Irace will also provide feedback about discipline concerns on our campus. Jane Murphy is our reading instructional coach that assist in the development of lesson plans, conduct PLCs, and provide professional development to teachers within their subject area. Kathryn Raub and Jane Murphy will also help facilitate activities withing the Title One Guidelines. Melissa MacEachem is our LEA Facilitator and ensures that we meet the needs of our ESE students. Jilleene Egan is our school guidance counselor who is responsible for monitoring the fidelity of the MTSS process and will assist teachers with the development and implementation of

skills lessons in the classroom. Allison Crutchfield is our technology manager that assists in the data gathering of our school's progress.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/31/2018

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	3	3	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	0	15	5	19	10	15	0	0	0	0	0	0	0	64
Course failure in ELA or Math	12	5	9	10	5	11	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	29	29	27	0	0	0	0	0	0	0	85

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	2	0	3	9	6	7	0	0	0	0	0	0	0	27

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	3	3	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	0	15	5	19	10	15	0	0	0	0	0	0	0	64
Course failure in ELA or Math	12	5	9	10	5	11	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	29	29	27	0	0	0	0	0	0	0	85

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	2	0	3	9	6	7	0	0	0	0	0	0	0	27

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?

In 2017-2018 third grade English Language Arts and fourth grade math performed the lowest with each having 37% of students proficient. This does not seem to be a trend when looking at prior years data.

Which data component showed the greatest decline from prior year?

Fourth grade math proficiency dropped from 53% to 37%, showing the greatest decline in 2017-2018.

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

Third grade English Language Arts had the biggest gap when compared to the state average. Proficiency of third grade at Lake Shipp Elementary was 37% in 2017-2018 and the state average was 51% proficiency.

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

Fifth grade math proficiency showed the most improvement climbing from 32% in 2016-2017 to 58% in 2017-2018.

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

The fifth grade math teacher followed the District pacing guide and monitored student progress with fidelity. Several math supplemental programs were used in the classroom to individualize instruction and to meet the needs of each student.

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	39%	50%	56%	46%	48%	52%
ELA Learning Gains	45%	51%	55%	50%	49%	52%
ELA Lowest 25th Percentile	59%	45%	48%	45%	42%	46%
Math Achievement	47%	58%	62%	55%	54%	58%
Math Learning Gains	53%	56%	59%	62%	52%	58%
Math Lowest 25th Percentile	50%	44%	47%	39%	41%	46%
Science Achievement	52%	53%	55%	40%	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	0 (3)	0 (3)	0 (3)	0 (1)	0 (6)	0 (5)	0 (21)
One or more suspensions	0 (0)	0 (15)	0 (5)	0 (19)	0 (10)	0 (15)	0 (64)
Course failure in ELA or Math	0 (12)	0 (5)	0 (9)	0 (10)	0 (5)	0 (11)	0 (52)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (29)	0 (29)	0 (27)	0 (85)

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	37%	51%	-14%	57%	-20%
	2017	42%	53%	-11%	58%	-16%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	41%	48%	-7%	56%	-15%
	2017	49%	51%	-2%	56%	-7%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				
05	2018	39%	50%	-11%	55%	-16%
	2017	43%	44%	-1%	53%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	56%	-8%	62%	-14%
	2017	53%	58%	-5%	62%	-9%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	37%	57%	-20%	62%	-25%
	2017	43%	60%	-17%	64%	-21%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
05	2018	58%	56%	2%	61%	-3%
	2017	32%	47%	-15%	57%	-25%
Same Grade Comparison		26%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	51%	-1%	55%	-5%
	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	9	26		9	32	33					
ELL	28	70	81	38	61	70					
BLK	31	40	45	41	47	38	45				
HSP	43	56	76	51	55	67	50				
WHT	40	40		51	57		63				
FRL	36	45	58	43	50	48	48				
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	33	38		24	36						
ELL	14	59	80	34	47	50					
BLK	40	56	50	39	37	32	31				
HSP	52	56		46	50		67				
WHT	53	50		52	32		68				
FRL	46	56	54	42	41	32	49				

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	Through administrative and coach support, teachers will plan and deliver standards based instruction with fidelity in all content areas.
Rationale	Lack of structured collaborative planning Teachers do not understand how to analyze data to drive instruction
Intended Outcome	Teachers will engage in collaborative planning weekly to develop standards-based lessons to enhance student achievement
Point Person	Kathryn Raub (kathryn.raub@polk-fl.net)

Action Step

Description	Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based instruction. Develop and implement a structure for common planning facilitated by instructional coach or administration. Teachers will submit lesson plans that are developed during Collaborative Planning and post weekly. Teachers will meet monthly in PLCs to analyze their student and classroom data in order to drive instruction. Teachers will implement opportunities for re-teaching and enrichment during the instructional day.
Person Responsible	Kathryn Raub (kathryn.raub@polk-fl.net)

Plan to Monitor Effectiveness

Description	Instructional coach and administrator will be present in weekly planning sessions. Agendas and sign in sheets will be used to monitor content covered and those that are present. Lesson plans will be reviewed weekly to monitor planning of standards based lessons. Classroom walk-throughs will be scheduled to monitor small group instruction and standards based lessons are delivered in all content areas.
Person Responsible	Kathryn Raub (kathryn.raub@polk-fl.net)

Activity #2	
Title	All staff members at Lake Shipp Elementary will work to build positive relationships with students in order to increase student achievement, student attendance, and reduce discipline referrals.
Rationale	Discipline issues on the campus contributed to low student attendance and a decrease in student achievement. Time was taken from classroom instruction and redirected to discipline issues with students.
Intended Outcome	To decrease discipline referrals by ten percent (442 to 400) and to increase the time delivering standards based instruction in the classroom.
Point Person	Karen Irace (karen.irace@polk-fl.net)
Action Step	
Description	Develop a school wide discipline plan and train all staff members on the plan. Develop and train all staff members on the PBIS framework and assist with implementation throughout the school year. Deliver social skills lessons to all students, focusing on those grade levels with the highest need based on last years discipline data.
Person Responsible	Karen Irace (karen.irace@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Training agendas and sign in sheets will be monitored for training purposes. PBIS team will meet monthly to monitor student discipline reports and to make adjustments to the school discipline plan and/or PBIS plan as needed.
Person Responsible	Karen Irace (karen.irace@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.

The school has student agendas that are used to communicate with parents on a daily basis as well as a weekly parent communication folder. The folder will be sent home every Wednesday with important information for parents as well as weekly student work. A monthly newsletter will be sent home at the beginning of each month with information about upcoming events as well as activities taking place on campus. Class Dojo is used in all classrooms to communicate with parents, instantly share messages, updates and photos from their class. It is the easiest way to share how children are doing at school and to get in touch with teachers. Four nights are planned to invite parents on campus. Our annual Open House will be in the fall to allow parents to come talk with teachers and visit their child's classroom and school environment. Three other nights are planned; reading, math, and science, to showcase what is covered in these areas and to share ways for parents to help their child at home.

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.

Our administration, leadership team and teachers have reviewed previous year's data and discussed retained, ESE, ELL, and students with discipline issues. Early detection regarding students' with needs will be addressed for academic or behavioral support. The MTSS Team will include: School Psychologist, Guidance Counselor, and Reading Coach. They will work cohesively to enhance student learning and behavior.

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

Orientation is held for all students and kindergarten roundup is held for incoming kindergarten students. During the first 30 days of school our kindergarten students are assessed on the Florida Kindergarten Readiness Skills. This test is used to measure a child's readiness for school.

Collaboration between schools prepare students for the next level of education (middle school).

At the end of the year, administrators from transitioning middle schools visit and hold assemblies with students to share academic programs and expectations.

The fourth and fifth grades are departmentalized, which helps children become familiar with transitioning from one class to another. Thus, preparing them for middle school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The process used to identify and align available resources is as follows:

1. Plan - during planning our Reading Coach and Math Coach, along with Administrators will plan rigorous, engaging activities to help all students meet their target for the lesson. Using rubrics and teaching expectations will guide the students toward success.
2. Do - once expectations are taught using gradual release, the students will begin working in groups, pairs and individual to complete the tasks given. Also, using the rubric as they work through the task students can check their progress to see if they are meeting those expectations.
3. Check - as the children are working, the teacher will be facilitating and monitoring the activities to identify any students who may be struggling, to redirect those who may be off task and to accelerate the learning of those who show mastery of the task.
4. Act - Collectively as a School Based Leadership Team, we will meet monthly to review data and compare expected outcomes with actual outcomes. Any adjustments to instruction or training that may be needed will be provided in a timely manner.

The support provided is tiered so teachers have the support needed for professional growth as well as support with planning to meet the needs of all students. Data will be used to identify students and plan instructional support during an extra hour of instruction. We have two Inclusion teachers to assist in the academic growth of our ESE students as well as two paraprofessional units that work with students to help achieve academic growth. Becky Kicklighter, our Social Worker, assists with the communication and various needs of our migrant students. Our guidance counselor supports teachers during the MTSS process by providing progress monitoring and growth data as we work with students.

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

The graduation year for each grade level will be framed and hung in each classroom and regularly referred to with our children.

We have pennants from both the ACC and SEC teams, as well as, famous black universities, which will be hung in the cafeteria so that daily all students are exposed to the idea of attending college.

Our children participate in the Great American Teach-In and experience many job opportunities and are given a chance to ask questions regarding various fields of employment.

Part V: Budget

Total:

\$0.00