Sun 'n Lake Elementary School

2018-19 Schoolwide Improvement Plan

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Sun 'n Lake Elementary School

4515 PONCE DE LEON BLVD, Sebring, FL 33872

http://www.highlands.k12.fl.us/~snl/

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	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

School Board Approval

This plan is pending approval by the Highlands 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.

All stakeholders collaborate to create a student-led, positive learning community where excellence happens!

Provide the school's vision statement.

Successfully Nurturing Learners

School Leadership Team

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

Name	Title
Laye, Linda	Principal
Freeland, Melinda	Teacher, K-12
Roth, LaNita	Instructional Coach
Brown, Christine	Teacher, K-12
Vermilye, Cheryl	Assistant Principal
Zimmerman, Shonda	Teacher, K-12
Chavis, Christina	School Counselor
Saunders, Christin	Teacher, K-12
Ruano, Aleida	Teacher, K-12
Hackett, Vicky	Teacher, ESE
Veulens, Belkis	Teacher, K-12
McGee, Whitney	Instructional Technology
Marans, Jennifer	Instructional Coach
Williams, Amy	Teacher, K-12

Duties

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

Curriculum Leadership Teams will consist of a member from each grade level. Each grade level is assigned a team leader There will be at least 2 CLT meetings per month unless otherwise noted. Duties of team leaders include, but not limited to:
Be a Facilitative Leader
Discuss minutes with team
Coaching for teachers
Mentors for new teachers
Training and differentiated professional development
Observing, feedback and supporting teachers
Curriculum leadership team members will be active participants at CLT meetings. Norms will be

established to suggest an atmosphere that all voices and grade levels are heard. The CLT will review school wide data and support team decisions. They determine needs and assist with planning future professional development to eliminate ineffective practices and programs, and/or enhance or expand effective programs, processes and practices. Team leaders will take a facilitative leadership approach to problem solving with all team members.

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	14	12	9	8	7	7	0	0	0	0	0	0	0	57
One or more suspensions	1	6	7	6	16	15	0	0	0	0	0	0	0	51
Course failure in ELA or Math	32	52	17	13	17	17	0	0	0	0	0	0	0	148
Level 1 on statewide assessment	0	0	0	31	56	61	0	0	0	0	0	0	0	148

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	20	26	9	12	24	30	0	0	0	0	0	0	0	121

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	7	9	1	4	0	0	0	0	0	0	0	0	0	21
Retained Students: Previous Year(s)	6	8	0	4	1	0	0	0	0	0	0	0	0	19

Date this data was collected
Monday 8/13/2018

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	62	50	27	26	39	26	0	0	0	0	0	0	0	230
One or more suspensions	4	5	3	5	6	7	0	0	0	0	0	0	0	30
Course failure in ELA or Math	27	24	33	23	36	29	0	0	0	0	0	0	0	172
Level 1 on statewide assessment	0	0	0	30	50	42	0	0	0	0	0	0	0	122

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	2	2	15	25	18	0	0	0	0	0	0	0	64

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	62	50	27	26	39	26	0	0	0	0	0	0	0	230
One or more suspensions	4	5	3	5	6	7	0	0	0	0	0	0	0	30
Course failure in ELA or Math	27	24	33	23	36	29	0	0	0	0	0	0	0	172
Level 1 on statewide assessment	0	0	0	30	50	42	0	0	0	0	0	0	0	122

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	2	2	15	25	18	0	0	0	0	0	0	0	64

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?

The lowest performing data component for the 2017-18 year is the lowest quartile in ELA and Math learning gains. ELA Lowest 25th Percentile performance was 23% in 2018 and the previous year was 61%. Math Lowest 25th Percentile performance was 19% in 2018 and the previous year was 50%. This is not a typical trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline is also the lowest performing, being the Lowest 25th Percentile. ELA Lowest 25th Percentile performance was 23% in 2018 and the previous year was 61%. Math Lowest 25th Percentile performance was 19% in 2018 and the previous year was 50%.

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

The data component demonstrating the biggest gap would be the Lowest 25th Percentile. Math had a 28% difference from the state average. ELA had a 25% difference from the state average.

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

The data component that showed the most improvement was Science Achievement moving from a score of 48% to 61%. This is not a trend, it has been a area of needed improvement.

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

Actions that led to Science Achievement:
A teacher and time period each day dedicated to teaching all 5th grade students the Florida Science Standards.
A School Wide STEM Instructional Coach supporting teachers at all grade levels with Florida Science Standards.
Students reading non-fiction text and science based text during ELA instruction.

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	59%	48%	56%	54%	47%	52%
ELA Learning Gains	48%	48%	55%	55%	51%	52%
ELA Lowest 25th Percentile	23%	40%	48%	50%	48%	46%
Math Achievement	62%	58%	62%	58%	55%	58%
Math Learning Gains	45%	50%	59%	56%	51%	58%
Math Lowest 25th Percentile	19%	35%	47%	32%	42%	46%
Science Achievement	61%	52%	55%	48%	42%	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	14 (62)	12 (50)	9 (27)	8 (26)	7 (39)	7 (26)	57 (230)
One or more suspensions	1 (4)	6 (5)	7 (3)	6 (5)	16 (6)	15 (7)	51 (30)
Course failure in ELA or Math	32 (27)	52 (24)	17 (33)	13 (23)	17 (36)	17 (29)	148 (172)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (30)	56 (50)	61 (42)	148 (122)

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	63%	48%	15%	57%	6%
	2017	63%	48%	15%	58%	5%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	57%	45%	12%	56%	1%
	2017	60%	51%	9%	56%	4%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				
05	2018	56%	47%	9%	55%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	53%	47%	6%	53%	0%
Same Grade Comparison		3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	61%	9%	62%	8%
	2017	71%	60%	11%	62%	9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	59%	53%	6%	62%	-3%
	2017	66%	60%	6%	64%	2%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				
05	2018	53%	52%	1%	61%	-8%
	2017	57%	49%	8%	57%	0%
Same Grade Comparison		-4%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	50%	10%	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	23	42	28	28	30	17	14				
ELL	33	40		46	27						
ASN	95	93		95	71		100				
BLK	38	32	14	39	36	23	35				
HSP	56	46	37	57	36	14	47				
MUL	59			82							
WHT	69	52	25	71	53		73				
FRL	55	46	25	55	39	20	55				

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	26	38	33	37	50	38					
ELL	40	70	71	50	78	71					
ASN	95	94		95	80						
BLK	38	55	60	50	63	42	20				
HSP	58	69	64	68	65	63	35				
MUL	64	60		64	70						
WHT	73	71	64	77	69	43	65				
FRL	54	64	57	64	65	50	43				

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	Attendance
Rationale	Target student attendance for those with attendance less than 95%. Students will increase attendance. Being at school will increase their academic performance.
Intended Outcome	Students will increase attendance. Being at school will increase their academic performance.
Point Person	Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Action Step

Description	Monitoring Student Attendance SARC Meetings Teacher Phone Calls Connect Ed Phone Calls Student Incentives
Person Responsible	Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description	Monitoring Student Attendance SARC Meetings Teacher Phone Calls Connect Ed Phone Calls Student Incentives
Person Responsible	Linda Laye (layel@highlands.k12.fl.us)

Activity #2	
Title	Lowest Quartile ELA & Math
Rationale	Increase learning gains in ELA and Math for students in the lowest quartile.
Intended Outcome	Assisting students in lowest quartile to achieve greater learning gains. Teachers will have small differentiated instructional groups (teacher table) to meet student needs, helping students in lowest quartile in ELA and Math.
Point Person	Melinda Freeland (freelanm@highlands.k12.fl.us)

Action Step	
Description	Teachers will have small differentiated instructional groups (teacher table) Data Chats with teachers and students A/B Schedule Data Wall PLC Data chats weekly Aligning student work with standards
Person Responsible	Jennifer Marans (gilesj@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Lesson Plans Wednesday PLCs Teacher Observation Student Achievement Data chats
Person Responsible	Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Activity #3	
Title	Discipline
Rationale	All teachers and staff will have training in PBiS. Positive Behavioral Interventions and Supports 95% or more of students enrolled will participate in PBIS celebrations each 9 weeks.
Intended Outcome	Positive Behavioral Interventions and Supports (PBIS), an evidence-based framework for developing positive behavior, is used in schools nationwide to create a positive climate for learning.
Point Person	Christina Chavis (chavisc@highlands.k12.fl.us)
Action Step	
Description	Create student incident form to track minor incidents In class social skills lesson provided by Guidance and Dean PLC data meetings PBiS events
Person Responsible	Jennifer Marans (gilesj@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Create student incident form to track minor incidents In class social skills lesson provided by Guidance and Dean PLC data meetings PBiS events
Person Responsible	Cheryl Vermilye (vermilyc@highlands.k12.fl.us)

Activity #4	
Title	Science
Rationale	Student achievement in Florida Science Standard related content.
Intended Outcome	Maintain science student performance of 61% or higher.
Point Person	Melinda Freeland (freelanm@highlands.k12.fl.us)
Action Step	
Description	Teach Florida Standards Provide training to teachers in new science curriculum Provide opportunities to students to read non fiction text PLC data chats
Person Responsible	Cheryl Vermilye (vermilyc@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Classroom walk throughs Student performance PLC data chats
Person Responsible	Linda Laye (layel@highlands.k12.fl.us)

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, § 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.

We will promote positive relationships and family engagement throughout the year. We will encourage families and community members to attend functions throughout the year.

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.

Meeting the social-emotional needs of students at Sun 'n Lake is addressed first by each classroom teacher. Our guidance counselor serves as a resource for teachers and students who are experiencing problems at home or school. A grief counselor, a social worker, a school psychologist and a license mental health counselor are also available resources for our students.

Our behavior resource teacher serves as an extra layer of support for students needing a mentor. A check-in/check-out system serves as way to talk with students about their school day and helps the student if problems arise.

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

FLKRS is administered to all incoming Kindergarten students. Teachers will also conduct informal assessments to determine the background knowledge and learning styles of students. Results will be shared with Kindergarten teachers who will meet as a team to analyze the information and plan for instruction. Advanced Academics classes will be formed for those students who demonstrate advanced mastery of skills. All placements are considered flexible and all students will be progress monitored quarterly or monthly depending on need.

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

The school based MTSS team meets monthly to review student performance data and to identify areas of needed improvement in core curriculum, and instruction. MTSS team members then meets with grade level teams to review student progress, identify areas of need, develop interventions, and the resources needed to improve student learning. Students identified as needing Tier 2 or Tier 3 services are progress monitored on a more frequent basis. MTSS team reviews student progress monitoring data and meets with individual teachers or grade level teams to identify available resources and develop targeted interventions.

Title I, Part A :
Will provide funds to all district elementary schools in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.

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

We have a literacy rich - standards based curriculum to promote academic success for all students that will make them college and career ready.