Scott Lake Elementary School

analysis · leadership · students · Florida · college and career · mission · ambitious · family and community involvement · school improvement · striving · teaching · achievement · relationships · success · resources · areas of focus · instruction · strategic planning · collaboration · vision · learning · supportive environment · growth · needs assessment

2018-19 Schoolwide Improvement Plan

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Scott Lake Elementary School

1140 COUNTY ROAD 540A E, Lakeland, FL 33813

http://schools.polk-fl.net/scottlake

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	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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.

Scott Lake Elementary strives to ensure every student achieves academically, socially, and emotionally.

Provide the school's vision statement.

With school, family, and community working together, Scott Lake Elementary will cultivate joy and pride in learning so that students will become caring, responsible citizens and lifelong learners.

School Leadership Team

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

Name	Title
Durham, Tangela	Principal
Kaufmann, Ron	Assistant Principal
Shim, Candace	School Counselor
Thomas, Jackie	Instructional Coach
Single, Tracy	Other
Hutchins, Katrina	Instructional Coach
Payne, Mallory	Instructional Coach
Widner, Deborah	Instructional Media

Duties

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

The school based leadership team analyzes current data including relevant demographic information, school-wide and grade level achievement data, progress monitoring data, discipline data, student, staff and parent surveys as well as disaggregated data to make recommendations for school improvement. .

Principal: The Principal is the driving force and instructional leader of the school. She leads and assists in setting up structures for high impact instruction, data-based decision-making, and a collaborative culture. She monitors the progress of intentional planning by attending weekly grade level collaborative planning sessions as well as PLCs. She also conducts daily walkthroughs, provides consistent formative feedback to support the professional growth of all teachers, and openly communicates with parents to build positive relationships.

Assistant Principal: Assists the Principal in providing a common vision for the use of data-based decision-making, in the assessment of school staff, and assists with the monitoring of implementation of intervention and necessary
documentation. The assistant principal carefully monitors the additional academic support schedule to ensure
all personnel are serving in their specified areas. He provides commentary on a weekly basis and

works with the principal to make schedule adjustments as needed. The assistant principal also provides and supports common vision for PBIS, CHAMPS, and The Leader In Me by enforcing protocol and policy. The Assistant Principal will also ensure that classrooms have the necessary materials/furniture/arrangements that are conducive to learning based on teacher discretion.

School-based coaches and resource teacher participate in grade level collaborative planning with a standards-focus, monitoring for the rigor of the standards, and teaching with the most effective instructional strategies aligned with Marzano's framework. They also deliver professional development aligned with our priorities, provide grade-level, and one-on-one coaching as well as additional support to both teachers and students in meeting the rigor of the standards. They also gather resources for support within all three tiers, follow up on individual student progress and identify professional development needs in order for interventions to be successful and provide coaching/mentoring support to strengthen core.

School Counselor: Provides training and support in the MTSS/RtI process annually and as needed; works with teachers through the problem solving cycle; facilitates leadership meetings related to MTSS/RtI. Teaches students through classroom guidance lessons, provides classroom guidance lessons; works with the Principal and/or Assistant Principal on issues of behavior; acts as a parent contact for parents who have academic and/or social concerns related to their child. Spearheads all aspects of Leader in Me.

LEA Facilitator: Coordinates educational placement and appropriate services for students with disabilities. Also serves as the lead representative at staffings and IEP (Individual Education Plan) meetings and provides direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

Media Specialist: Provides knowledge of availability and suitability of information resources to support curriculum initiatives, engages in the developmental process with the planning team, using knowledge of school curriculum and professional resources, facilitates the use of presentation tools in print, technology, and media for dissemination efforts, and serves as an expert in organizing, synthesizing, and communicating information.

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	26	20	19	20	17	13	0	0	0	0	0	0	0	115
One or more suspensions	16	6	17	10	13	10	0	0	0	0	0	0	0	72
Course failure in ELA or Math	22	4	7	22	12	16	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	36	31	30	0	0	0	0	0	0	0	97
Over-age 2 or more year for the grade	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	24	8	14	26	28	24	0	0	0	0	0	0	0	124

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	11	1	0	15	0	0	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	14	2	4	6	21	14	0	0	0	0	0	0	0	61

Date this data was collected

Friday 7/20/2018

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	17	14	11	18	9	16	0	0	0	0	0	0	0	85
One or more suspensions	5	18	6	2	7	10	0	0	0	0	0	0	0	48
Course failure in ELA or Math	10	2	0	1	4	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	18	27	36	0	0	0	0	0	0	0	81
Over-age 2 or more years for the grade level	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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	3	1	3	6	14	0	0	0	0	0	0	0	29

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	17	14	11	18	9	16	0	0	0	0	0	0	0	85
One or more suspensions	5	18	6	2	7	10	0	0	0	0	0	0	0	48
Course failure in ELA or Math	10	2	0	1	4	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	18	27	36	0	0	0	0	0	0	0	81
Over-age 2 or more years for the grade level	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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	3	1	3	6	14	0	0	0	0	0	0	0	29

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 data components scoring the lowest based on the following:
* ELL - (ELA 7.1% and Math 23.8%) YES, this has been the trend for the past four years on all three assessments. The percent proficient within this subgroup has also been on a steady decline each year.
* SWD - (ELA 24% & Math 30.3%) YES, this
* Race/Ethnicity - BLACK (ELA 32.1%, Math 35.4%, & Science 42.9%) YES, this has been a trend for all three
assessments over the past four years.
* It appears that minority groups are on a steady decline.

Which data component showed the greatest decline from prior year?

ELL (Math) dropped from 38.9% to 23.8% resulting in a - 15.1% decrease.
This is concerning as this is consistently their strongest suit as the language barrier does not impede them as much.

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

There is a 9.6% gap in ELL ELA - State average is 16.7% and SLE average is 7.1%

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

Science increased the most by increasing 18% from 50% to 68%.

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

We believe that the increase in science scores came from the hands-on, 5E teaching of the standards, and the added support provided to struggling students by the resource teacher prior to testing. Students were provided an in-depth review where they had to discuss and explain their reasoning or understanding of the concepts and/or vocabulary. The teacher facilitated and guided the discussion so that the students could go through the productive struggle of justifying their reasoning while adjusting any misconceptions and solidifying their understanding of the concepts.

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	60%	50%	56%	62%	48%	52%
ELA Learning Gains	55%	51%	55%	51%	49%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	51%	45%	48%	41%	42%	46%
Math Achievement	63%	58%	62%	74%	54%	58%
Math Learning Gains	56%	56%	59%	68%	52%	58%
Math Lowest 25th Percentile	34%	44%	47%	57%	41%	46%
Science Achievement	71%	53%	55%	62%	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	26 (17)	20 (14)	19 (11)	20 (18)	17 (9)	13 (16)	115 (85)
One or more suspensions	16 (5)	6 (18)	17 (6)	10 (2)	13 (7)	10 (10)	72 (48)
Course failure in ELA or Math	22 (10)	4 (2)	7 (0)	22 (1)	12 (4)	16 (0)	83 (17)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (18)	31 (27)	30 (36)	97 (81)
Over-age 2 or more year for the grade	0 (0)	0 (0)	0 (0)	0 (2)	0 (0)	1 (1)	1 (3)

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	61%	51%	10%	57%	4%
	2017	65%	53%	12%	58%	7%
Same Grade Comparison	-4%					
Cohort Comparison						
04	2018	60%	48%	12%	56%	4%
	2017	66%	51%	15%	56%	10%
Same Grade Comparison	-6%					
Cohort Comparison	-5%					
05	2018	58%	50%	8%	55%	3%
	2017	56%	44%	12%	53%	3%
Same Grade Comparison	2%					
Cohort Comparison	-8%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	56%	4%	62%	-2%
	2017	69%	58%	11%	62%	7%
Same Grade Comparison	-9%					
Cohort Comparison						
04	2018	66%	57%	9%	62%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	73%	60%	13%	64%	9%
Same Grade Comparison	-7%					
Cohort Comparison	-3%					
05	2018	56%	56%	0%	61%	-5%
	2017	61%	47%	14%	57%	4%
Same Grade Comparison	-5%					
Cohort Comparison	-17%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	68%	51%	17%	55%	13%
	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	25	48	47	34	42	29	60				
ELL	19	53		33	47						
BLK	33	32	27	37	38	26	47				
HSP	48	54	65	50	50	45	60				
MUL	93	82		79	50						
WHT	71	60	60	75	64	32	79				
FRL	47	52	52	51	52	33	64				
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	17	38	32	27	43	25	9				
ELL	33	44	30	52	67	60					
BLK	32	33	24	43	48	36	22				
HSP	56	58	39	59	60	53	47				
MUL	92			92							
WHT	73	62	52	78	67	36	60				
FRL	47	50	40	54	53	41	32				

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	Discipline
Rationale	Scott Lake Elementary had 569 office referrals for the 2017 - 2018 school year which was an increase of 70% in referrals from the previous year
Intended Outcome	Decrease the number of office referrals by at least 30%.
Point Person	Tangela Durham (tangela.durham@polk-fl.net)

Action Step

Description	Focus on efforts to strengthen Tier One supports including: CHAMPS, Leader In Me, PBIS, and MTSS. Professional development will also be provided on various topics such as, "A Framework for Understanding Poverty", delving into students' "Funds of Knowledge" and "Creating Conditions For Rigorous Instruction".
Person Responsible	Tangela Durham (tangela.durham@polk-fl.net)

Plan to Monitor Effectiveness

Description	Daily classroom walkthroughs, monitor discipline data weekly via FOCUS, attend and/or facilitate professional development, implement followup conversations based on classroom observations and data.
Person Responsible	Tangela Durham (tangela.durham@polk-fl.net)

Activity #2	
Title	ELL
Rationale	At SLE, there is a significant gap between ELL and Non-ELL students in both FSA ELA and Math. In ELA, the ELL subgroup proficiency was 7.1 % with Non-ELL at 61.8 % - Math was very similar with ELL proficiency at 23.8% and Non-ELL proficiency at 63.1%
Intended Outcome	Increase proficiency by 10% within grades 3 - 5 in both ELA and Math.
Point Person	Tangela Durham (tangela.durham@polk-fl.net)
Action Step	
Description	Collaborative planning led by instructional coaches, PLCs, focus on Tier 2 vocabulary (determining the difference between academic language and acquisition language),analyze student work samples frequently, daily classroom walkthroughs, small group instruction, instructional technology, and after school tutoring.
Person Responsible	Tangela Durham (tangela.durham@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Daily classroom walkthroughs, feedback from coaches and ESOL para, analysis of student work samples,formative assessments, progress monitoring from from Istation, STAR and AR.
Person Responsible	Tangela Durham (tangela.durham@polk-fl.net)

Activity #3	
Title	Bottom 25%
Rationale	The bottom 25% of students did not make prominent gains in ELA or Math on the FSA.
Intended Outcome	To increase the learning gains of the bottom 25% by 10% in both ELA and Math.
Point Person	Tangela Durham (tangela.durham@polk-fl.net)
Action Step	
Description	Collaborative planning led by instructional coaches, PLCs, focus on Tier 2 vocabulary (determining the difference between academic language and acquisition language),analyze student work samples frequently, daily classroom walkthroughs, small group instruction, instructional technology, and after school tutoring.
Person Responsible	Tangela Durham (tangela.durham@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Daily classroom walkthroughs, feedback from coaches, analysis of student work samples,formative assessments, progress monitoring from from Istation, STAR and AR.
Person Responsible	Tangela Durham (tangela.durham@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.

Scott Lake Elementary creates an environment where students, parents, and staff respect each other. Administrators are highly visible and maintain an open door policy to both students and parents. Teachers and parents work together to solve problems and plan for success. Teachers and administrators lead by example and demonstrate the leadership qualities we like to see in our students.
***Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents and community stakeholders to fulfill the school's mission and support the needs of all students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):
• Champs
• PBIS
• The Leader in Me
• Mentoring Programs
• Action Based Learning

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

Scott Lake has numerous activities to assist students in their transition to elementary school and the 5th-graders who transition to middle school. For our incoming Kindergartners, our school provides a Pre-K ESE unit and two Voluntary Pre-Kindergarten (VPK) school readiness units. Throughout the course of the year, Pre-Kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition to kindergarten a smooth process. The school's spring Kindergarten round-up includes informational packets for families, a campus tour, and a school orientation delivered by PTO volunteers, administration, kindergarten student leaders, and kindergarten teachers. Pre-K teachers use observation, assessment, parent feedback, etc., to monitor the students' readiness. Once the pre-kindergarten students begin kindergarten, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of the school. The assessment results aid in creating a target list of students who are considered high risk and are then monitored and evaluated carefully. Kindergarten and Pre-Kindergarten teachers collaborate with one another to monitor student progress in achieving readiness skills.

The 5th-grade students are acclimated to the middle school setting through an assembly at the end of

the school year where they attend the feeder middle schools. Scott Lake also has an accelerated program available for 5th-grade students that qualify. These students take a 6th grade English Language Arts and/or a Mathematics middle school course preparing them for the middle school academic expectations while giving them middle school credit for successful completion. If enough students do not qualify for a class unit to be warranted at the school, then taking the class through Polk or Florida Virtual School is offered. Collaboration between district curriculum coaches, school-based coaches, and the elementary teachers, is on-going to ensure quality alignment of curriculum and a smooth transition at year's end.

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.

To identify and align all available resources in order to meet the needs of all students and maximize desired student outcomes, the school leadership uses the following data:

- Baseline Data and Progress Monitoring:
K - 5 Writing Assessments (three times a year)
Grades 1-5 STAR Reading and Math (three times a year)
K - 2 STAR Early Literacy (three times a year)
Kindergarten FLKRS (beginning of the year)
Grades K-5 I-Station Reading and Math (monthly)
Florida Standards Assessments (FSA) (yearly)
Florida Standards Alternate Assessments (FSAA) (yearly)
ACCESS (yearly)
Classroom Assessments (Chapter and Unit tests)
Lowest 30% data (quarterly)
Tier 2/3 Progress Monitoring Tools (as defined by students' intervention plans)

The data collected from these assessments are used to problem solve and determine how to apply resources for the highest impact on student achievement. For example, Exceptional Student Education (ESE) and English Speakers of Language (ESOL) students are clustered in order to maximize the ESE Inclusion Teacher and ESOL Paraprofessional's time with this student population. Therefore, a determination is made through discussions with the ESE/ESOL teacher, the classroom teacher, and the leadership team, along with an analysis of student data, to determine how many inclusion and ESOL clustered classes may be needed. The principal is responsible for conducting the planning sessions, and the leadership team meets weekly to discuss present and future personnel and/or instructional needs. Scott Lake is a Title 1 school and receives additional federal supplementary dollars. The majority of the funds go toward the purchase of a literacy coach and a math coach. Any remaining funds are used for teacher professional development and/or instructional resources based on the student data and stakeholder discussion as mentioned above. An electronic tracking system, database, or spreadsheet is maintained for all the resources that are made available to the school.

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

Scott Lake uses a variety of strategies to advance college and career awareness. The school focuses on the many colleges and universities in Florida and the schools that the staff has attended for students to consider attending after high school graduation. A bulletin board has been set up in a prominent hallway with college pennants as a catalyst for discussions between students, parents, and teachers. Classroom teachers are also encouraged to post information in their classrooms about their own Alma Mater for the

students to see and discuss. The school provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day with follow-up writing activities that encourage the students to analyze and synthesize the information taken away from these experiences.

Part V: Budget

Total:	**$52,981.03**