Lake Panasoffkee Elementary School

2018-19 Schoolwide Improvement Plan

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Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[no web address on file]

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	22%

School Grades History

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

School Board Approval

This plan is pending approval by the Sumter 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.

Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming a responsible, productive citizen able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, teachers, and administrators. The staff of Lake Panasoffkee Elementary works to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

Provide the school's vision statement.

SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

School Leadership Team

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

Name	Title
Wade, Nicole	Principal
Ashley, Allen	Teacher, K-12
Hunt, Shelly	Teacher, K-12
James, Connie	Teacher, K-12
Randolph, Cynthia	Teacher, K-12
Sherman, Landrea	School Counselor
Wojnarowski, Rosemary	Teacher, K-12
Ashley, Sissy	Assistant Principal
Davin, Ashley	Teacher, K-12
Lamb, Danielle	Teacher, K-12
Williams, Deserae	Teacher, K-12
Peacock, Jeanine	Instructional Media

Duties

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

The Leadership Team is comprised of the instructional leaders of our school. Members of the team include: administration, grade-level chairs, MTSS Coordinator, Guidance Counselor, Media Specialist, and Title I Coordinator. The Leadership Team members meet once a week. At each meeting, data is reviewed and concerns are addressed from each group, as well as any recommendations for programs and resources needed at the school to assist students with academic and behavior expectations. The members meet with their Professional Learning Communities after

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Lake Panasoffkee Elementary School

each Leadership Team meeting to share decisions made and information about the school policies, procedures and events that were discussed.

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	27	17	19	16	17	0	0	0	0	0	0	0	122
One or more suspensions	4	1	3	5	3	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	2	9	4	4	4	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	20	16	12	0	0	0	0	0	0	0	48

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	3	5	1	11	5	4	0	0	0	0	0	0	0	29

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	9	18	10	6	3	1	0	0	0	0	0	0	0	47
Retained Students: Previous Year(s)	7	18	10	14	7	5	0	0	0	0	0	0	0	61

Date this data was collected

Friday 9/21/2018

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	22	21	19	13	13	18	0	0	0	0	0	0	0	106
One or more suspensions	1	0	3	5	2	4	0	0	0	0	0	0	0	15
Course failure in ELA or Math	8	3	4	4	17	6	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18

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	5	2	4	2	13	10	0	0	0	0	0	0	0	36

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	22	21	19	13	13	18	0	0	0	0	0	0	0	106
One or more suspensions	1	0	3	5	2	4	0	0	0	0	0	0	0	15
Course failure in ELA or Math	8	3	4	4	17	6	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18

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	5	2	4	2	13	10	0	0	0	0	0	0	0	36

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, only 39% of our bottom quartile made learning gains in ELA. This does appear to be a declining trend, as in 2016-2017, 48% of our BQ made learning gains in ELA and in 2015-2016, 53%.

Which data component showed the greatest decline from prior year?

ELA Bottom Quartile Learning Gains from 48% in 2016-2017, to 39% in 2017-2018.

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

LPES ranked above the state in proficiency for reading, math and science in all areas except for the ELA bottom quartile learning gains.

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

The most gain was seen in ELA percent proficient at 72%. In both prior years, the school was at 65% proficient.

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

Teachers studying ELA standards, working in PLCs to solidify lesson plans and activities. Also, additional work with the district "Literacy Matters Team" and "Core Connections" have supported our efforts.

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	72%	59%	56%	65%	55%	52%
ELA Learning Gains	66%	57%	55%	61%	55%	52%
ELA Lowest 25th Percentile	39%	48%	48%	53%	46%	46%
Math Achievement	79%	62%	62%	72%	63%	58%
Math Learning Gains	76%	53%	59%	74%	61%	58%
Math Lowest 25th Percentile	72%	45%	47%	63%	44%	46%
Science Achievement	79%	65%	55%	69%	52%	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 (22)	27 (21)	17 (19)	19 (13)	16 (13)	17 (18)	122 (106)
One or more suspensions	4 (1)	1 (0)	3 (3)	5 (5)	3 (2)	2 (4)	18 (15)
Course failure in ELA or Math	2 (8)	9 (3)	4 (4)	4 (4)	4 (17)	0 (6)	23 (42)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (0)	16 (4)	12 (14)	48 (18)

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	67%	67%	0%	57%	10%
	2017	66%	70%	-4%	58%	8%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	73%	71%	2%	56%	17%
	2017	70%	63%	7%	56%	14%
Same Grade Comparison		3%				
Cohort Comparison		7%				
05	2018	70%	61%	9%	55%	15%
	2017	55%	62%	-7%	53%	2%
Same Grade Comparison		15%				
Cohort Comparison		0%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	72%	67%	5%	62%	10%	
	2017	55%	72%	-17%	62%	-7%	
Same Grade Comparison		17%					
Cohort Comparison							
04	2018	80%	71%	9%	62%	18%	
	2017	84%	75%	9%	64%	20%	
Same Grade Comparison		-4%					
Cohort Comparison		25%					
05	2018	81%	67%	14%	61%	20%	
	2017	78%	70%	8%	57%	21%	
Same Grade Comparison		3%					
Cohort Comparison		-3%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	78%	68%	10%	55%	23%
	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	42	48	37	52	64	61	50				
BLK	47	42		63	75						
HSP	62	78		69	67						
MUL	88	45		75	64						
WHT	74	67	38	81	78	77	82				
FRL	66	63	31	74	73	69	73				
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	43	37	29	45	70	60	50				
BLK	47			73							
HSP	56	70		63	90						
MUL	92			92							
WHT	66	60	47	75	80	68	79				
FRL	62	62	54	71	80	72	76				

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	Increase Student Achievement in Math
Rationale	We will increase student understanding of the Florida Standards, thus increasing our student achievement on FSA Math in May 2018.
Intended Outcome	Increase Math Percent Proficient from 79% to 82%. Increase Math Learning Gains from 76% to 79%. Increase Bottom Quartile Learning Gain in math from 72% to 75%,
Point Person	Nicole Wade (nicole.wade@sumter.k12.fl.us)
Action Step	
Description	1. Utilize iReady for instructional practice 45 minutes per week. 2. Host "Principal's Multiplication Challenge" for grades 3 - 4 in the fall. 3. Host "Principal's Study Island Challenge" for grades 3 - 5 in March and April for practice of skills.
Person Responsible	Nicole Wade (nicole.wade@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Utilize iReady diagnostic tests, iReady instructional practice data, multiplication challenge data, and Study Island data to monitor effectiveness.
Person Responsible	Nicole Wade (nicole.wade@sumter.k12.fl.us)

Activity #2	
Title	Increase Student Achievement in ELA
Rationale	Help students better understand the ELA Florida Standards, thus increasing student achievement on the ELA FSA test.
Intended Outcome	Increase ELA Percent Proficient from 72% to 75%. Increase ELA Learning Gains from 66% to 69%. Increase Bottom Quartile Learning Gain in ELA from 39% to 45%,
Point Person	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Action Step	
Description	1. Attend and utilize prompts from the district Literacy Matters Team and Core Connections. 2. Utilize iReady instructional program at least 45 minutes per week. 3. Utilize Accelerated Reader (AR) to improve fluency. 4. Utilize at least two articles per week from Kidbiz..
Person Responsible	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will utilize iReady pre and mid assessments. We will also use data from other programs listed above to monitor effectiveness.
Person Responsible	Sissy Ashley (grace.ashley@sumter.k12.fl.us)

Activity #3	
Title	Increase Student Achievement in Science
Rationale	We will increase student understanding of the Science standards and increase our State Science Assessment scores.
Intended Outcome	Increase science achievement to 82%,
Point Person	Nicole Wade (nicole.wade@sumter.k12.fl.us)
Action Step	
Description	1. Utilize a 60 book challenge, in which students read 60 non-fiction books related to the tested standards. 2. Host a "Blue Ribbon Study Island Challenge" to review 3rd, 4th, and 5th grade science standards. 3. Participate in "Science Superstars" Program.
Person Responsible	Nicole Wade (nicole.wade@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will utilize Study Island data to monitor effectiveness.
Person Responsible	Nicole Wade (nicole.wade@sumter.k12.fl.us)

Activity #4	
Title	Decrease Students with 10 or More Unexcused Absences.
Rationale	Positive student attendance results in more instruction time for students increasing student achievement.
Intended Outcome	Decrease the number of students with 10 or more unexcused absences to less than 40.
Point Person	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Action Step	
Description	1. Daily "Shout-outs" for classes with perfect attendance. 2. Classroom rewards for classes with perfect attendance. 3. Weekly $20. Osprey Wing Drawings for students with perfect attendance. 4. Constant communication with parents regarding attendance.
Person Responsible	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Utilize attendance reports from Skyward.
Person Responsible	Sissy Ashley (grace.ashley@sumter.k12.fl.us)

Activity #5	
Title	Increase Parent Involvement
Rationale	When parents are more involved, students have better attitudes toward school and have better academic achievement.
Intended Outcome	100% of parents communication at least once per quarter.
Point Person	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Action Step	
Description	1. FAN Club nights (Family Activity Nights) such as STEM Night, Young Author's Night and Chili BINGO scheduled at least quarterly. 2. Accelerated Reader (AR) Nights scheduled at least once per quarter. 3. Parent Conference Nights are scheduled for October to accommodate working parents. 4. Daytime parent events scheduled throughout the year including Donuts with Dads, Muffins with Moms, and Veterans Day Parade. 5. Teachers and school using the Remind App to communicate with parents.
Person Responsible	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Teachers will keep a log of parents who attend events or of parents they have communicated with.
Person Responsible	Deserae Williams (deserae.williams@sumter.k12.fl.us)

Activity #6	
Title	Decrease Discipline Incidents
Rationale	By decreasing discipline incidents students are more likely to have a positive attitude toward school allowing them to focus in class and learn more.
Intended Outcome	Decrease discipline incidents from 100 to 90.
Point Person	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Action Step	
Description	1. Create and implement PBS plan. 2. Continue Mentoring plan.
Person Responsible	Sissy Ashley (grace.ashley@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Utilize discipline reports from Skyward.
Person Responsible	Sissy Ashley (grace.ashley@sumter.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, 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.

We will work to have 100% parent communication at least once per quarter, using a variety of events, phone calls, parent conferences and the Remind app.

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.

Research is clear that students have greater academic success when their social-emotional needs are provided for. The staff at Lake Panasoffkee Elementary works diligently to create a balance between academic development and social-emotional needs. Students are systematically screened and given thorough evaluation and interventions when needed through the Multi-tiered System of Support, MTSS. Our guidance counselor provides group and individual counseling sessions. Qualifying students are supported through the pupil service at Life Stream. All students receive monthly character education through a program called Character Connex. This year we are also implementing the Sanford Harmony Character education program for all students. Targeted students also participate in our mentoring program.

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

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners. VPK is offered at the school for four year olds five days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist. VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need. PreK parents are also invited to visit Kindergarten classrooms after PreK graduation in May.

At the start of each school year, parents and guardians are invited to attend "Meet Your Teacher Day" and are encouraged to become volunteers. During the "Meet Your Teacher Day" event, parents and students are able to meet and discuss changes and concerns related to the transition to a new grade in a non-threatened environment. Each year several other events take place to help support the transition from one grade level to another including: open house, grade-level information nights and evening conferences.
In the spring,

5th grade students take a field trip to the feeder middle school to ease the transition to middle school. 5th and 6th grade teachers from feeder patterns meet each year for an articulation to ensure curriculum is rigorous and consistent.

At the end of the year, students are introduced to the curriculum at the next level. The final lessons in the math program are geared toward frontloading concepts for the next grade level.

Each grade level attends an end of the year awards program. At this time, parents and students are given expectations of the next grade level.

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.

Title I, Part A: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.
Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.

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

Each teacher has a sign posted on their door of the colleges that they attended. This promotes college conversations. Each spring, the school hosts a "Career Day" for students to learn about a variety of careers.

Part V: Budget

Total:	$0.00