

Lake County Schools

Tavares Elementary School



2019-20 Schoolwide Improvement Plan

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Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

<https://tel.lake.k12.fl.us>

Demographics

Principal: Stacia Werner

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (48%) 2016-17: C (53%) 2015-16: B (56%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	B

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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.

It is the mission of Tavares Elementary School to ensure high levels of learning for all students. Through mutual respect within the school community, our children will grow and learn in a positive atmosphere where faculty, staff, students, and families are enthusiastic about the teaching and learning process.

Provide the school's vision statement.

We believe that the most effective strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- work together to achieve a common purpose
- seek and implement effective strategies for improving student learning on a continuous basis
- monitor each student's progress on a frequent basis
- demonstrate a personal commitment to the academic success and general well-being of all students.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
McKinney, Durenda	Principal	<p>The school leadership team is composed of Administration, Literacy Coach, Curriculum Resource Teacher and Math Coach. The key responsibilities of this team is to ensure the mission, vision and collective commitments of our school are implemented to the fullest extent. The target areas are literacy, math and intervention (academically/behaviorally). Our CRT also promotes parent involvement by working closely with our Family School Liaison and overseeing our Title 1 program. Parent involvement is academically focused, centering on improving student achievement, of which the Leadership team is charged with ensuring their success.</p> <p>The final area is progress monitoring and then identifying appropriate action. The Leadership team reviews the school wide data points and determines the course of action to include professional development, improving instructional strategies or providing necessary intervention.</p>
Peppers, Carol	Assistant Principal	
Lowery, Lisa	Instructional Coach	
Luevano, Tiffany	Instructional Coach	Promoting literacy throughout the campus
Le Moyne, Judith Ann		
Mabry, Joseph	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	163	156	134	171	151	172	0	0	0	0	0	0	0	947
Attendance below 90 percent	5	27	17	13	5	18	0	0	0	0	0	0	0	85
One or more suspensions	13	8	10	17	8	13	0	0	0	0	0	0	0	69
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	7	21	27	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	8	8	5	12	0	0	0	0	0	0	0	34

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	5	5	2	2	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

49

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - 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	12	13	17	12	11	0	0	0	0	0	0	0	87
One or more suspensions	4	3	6	3	12	10	0	0	0	0	0	0	0	38
Course failure in ELA or Math	23	25	18	26	28	30	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	27	34	29	0	0	0	0	0	0	0	90

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	34	50	53	60	68	0	0	0	0	0	0	0	271

Prior Year - 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	12	13	17	12	11	0	0	0	0	0	0	0	87
One or more suspensions	4	3	6	3	12	10	0	0	0	0	0	0	0	38
Course failure in ELA or Math	23	25	18	26	28	30	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	27	34	29	0	0	0	0	0	0	0	90

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	34	50	53	60	68	0	0	0	0	0	0	0	271

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	58%	57%	61%	57%	55%
ELA Learning Gains	56%	57%	58%	61%	56%	57%
ELA Lowest 25th Percentile	38%	49%	53%	43%	50%	52%
Math Achievement	64%	60%	63%	64%	61%	61%
Math Learning Gains	60%	56%	62%	51%	57%	61%
Math Lowest 25th Percentile	40%	39%	51%	39%	45%	51%
Science Achievement	52%	54%	53%	51%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	163 (0)	156 (0)	134 (0)	171 (0)	151 (0)	172 (0)	947 (0)
Attendance below 90 percent	5 (22)	27 (12)	17 (13)	13 (17)	5 (12)	18 (11)	85 (87)
One or more suspensions	13 (4)	8 (3)	10 (6)	17 (3)	8 (12)	13 (10)	69 (38)
Course failure in ELA or Math	0 (23)	0 (25)	0 (18)	0 (26)	0 (28)	0 (30)	0 (150)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (27)	21 (34)	27 (29)	55 (90)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	60%	-8%	58%	-6%
	2018	60%	61%	-1%	57%	3%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	52%	60%	-8%	58%	-6%
	2018	54%	59%	-5%	56%	-2%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				
05	2019	53%	59%	-6%	56%	-3%
	2018	54%	55%	-1%	55%	-1%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	62%	5%	62%	5%
	2018	71%	65%	6%	62%	9%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	65%	61%	4%	64%	1%
	2018	60%	60%	0%	62%	-2%
Same Grade Comparison		5%				
Cohort Comparison		-6%				
05	2019	56%	57%	-1%	60%	-4%
	2018	62%	58%	4%	61%	1%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	56%	-6%	53%	-3%
	2018	52%	54%	-2%	55%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	28	29	33	45	33	22				
ELL	29	42		64	74		27				
BLK	46	51	25	53	58	38	42				
HSP	36	38	36	60	54	38	24				
MUL	58	63		59	65						
WHT	62	60	52	70	60	42	62				
FRL	47	54	44	56	54	40	49				
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	19	26	21	28	30	21	32				
ELL	33	25		57	50						
BLK	39	39	38	40	27	18	25				
HSP	48	42	35	58	55	35	24				
MUL	67	75		73	56						
WHT	61	41	28	73	55	38	61				
FRL	49	43	36	58	44	30	45				

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	19	38	36	27	31	25	21				
ELL	18			47							
BLK	32	45	39	42	38	25	30				
HSP	37	42		51	60	54					
MUL	67	57		63	57						
WHT	71	68	53	71	51	41	54				
FRL	51	57	40	55	47	38	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement for all grade levels is below the district percentage (3rd - 52%, 4th - 52%, and 5th - 53%.) Comparative difference to the District averages -6% points. Additionally, Science achievement remained the same with no growth from 2018 - 2019. Our target subgroup SWD is not making growth in ELA achievement.

Contributing factors may be consistency in instruction and monitoring of student learning.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was third grade ELA achievement levels with a decrease of 8% points. Some contributing factors were late implementation of intervention program and student cohort has consistently scored lower on standardized testing. Additionally, ELA gains in our lowest quartile was well below the district and state. Possible factors were our late implementation of intervention program as well as progress monitoring gaps.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Two areas had the same comparative gap to the State average - 3rd grade ELA achievement (52 - 58 (-8%)) and 4th grade ELA achievement (52 - 58 (- 8%)). Additionally, the three year trend supports this gap also.

Factors contributing to this gap is late implementation of intervention and ensuring the monitoring of student learning is consistent.

Which data component showed the most improvement? What new actions did your school take in this area?

Our most improved data was overall gains for ELA and Math. Over the past our school implemented LLI as an intervention, assigned SOAR groups to both ELA and Math classrooms in fourth and fifth grades targeting students who were close to proficiency and used our Academic tutors to target students who would benefit from small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern based on EWS data would be our suspension rate and students who scored level 1 on FSA with a specific focus for fourth and fifth grade. By targeting these areas we ensure students remain in school for instructions as well as monitor students who could show growth.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA achievement in all grades
2. Systematic intervention for all grades with close progress monitoring.
3. Science instruction in fifth grade specifically with support for science school-wide
4. Students with Disabilities subgroup to show growth in all grades
5. Reduce school-wide suspension rate.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instruction will be delivered using the District instructional frame work in all content areas, emphasizing students can accurately identify their learning and measure their success.
Rationale	Emphasizing the purpose of learning was identified as a critical area of focus because the clarity of instruction may have contributed to the low ELA achievement as well as Science achievement. By ensuring students are able to identify their learning and measure their success will lead to an increase of ELA and Science achievement .
State the measurable outcome the school plans to achieve	<p>ELA achievement school wide will increase a minimum of 3% points raising our percentage from 54% to 57% for grades 3-5.</p> <p>Science instruction in fifth grade will increase a minimum of 3% points raising our percentage from 52% to 55%.</p>
Person responsible for monitoring outcome	Durenda McKinney (mckinneyd@lake.k12.fl.us)
Evidence-based Strategy	<p>District Instructional Framework</p> <p>Strategy will be monitored through grade level planning attended by Coaches and leadership to ensure implementation is reaching the desired goal of raising ELA and Science achievement.</p>
Rationale for Evidence-based Strategy	If we implement and monitor the intentional use of the District instructional framework, then there will be an increase in student achievement.
Action Step	
Description	<p>1. Provide professional development of the instructional framework to teachers. Who: Administration/coaches When: Pre-Planning 8/2019 and P.E.P meetings with spotlight each component of the framework beginning 8/2019 - 10/2019 Frequency: Reevaluate monthly (Guiding coalition meetings) Evidence: Learning walk data, feedback summary, grade level planning minutes</p>
	<p>2.Coaches will attend all grade level planning to provide support and ascertain professional development opportunities Who: Coaches When: 8/2019 - 5/2020 Frequency: Weekly planning and Leadership Meetings Evidence: Leadership Meeting minutes, Choose Your Learning sessions</p>
	<p>3. Grade level will design lessons using the instructional framework. Who: Administration/Coaches/Lead teachers When: 8/2019 - 5/2020 Frequency: Weekly monitoring during grade level planning as well as PEP meetings Evidence: instructional framework planning, Learning Walk data and feedback</p>
	<p>4. Learning walks will focus on the visible implementation of the instructional framework specifically purpose ensuring teachers are using the tool to plan and deliver instruction. Who: Administration/Coaches</p>

When: 9/2019 - 5/2020

Frequency: weekly data collection and feedback

Evidence: Learning Walk data, feedback summary, Leadership Meeting minutes

Person

Responsible

Durenda McKinney (mckinneyd@lake.k12.fl.us)

#2	
Title	Tavares Elementary School will implement and embed the PLC process into their school-wide culture.
Rationale	By implementing the tenets of the PLC process (What do we want the students to learn?, How will we know they are learning? What do we do when they have not learned? or have for extension) will provide a foundation to improve instructional delivery, monitor student achievement progress as well celebrating student success.
State the measurable outcome the school plans to achieve	Improved student achievement in all content areas by a minimum of 3% Increased student driven learning
Person responsible for monitoring outcome	Durenda McKinney (mckinneyd@lake.k12.fl.us)
Evidence-based Strategy	Implementation of the PLC process will increase our student achievement school-wide. The process will be monitored through our Guiding Coalition and during our grade level PLC.
Rationale for Evidence-based Strategy	If we implement, support and monitor the PLC process our school will increase student achievement, enable more consistent progress monitoring and identify student celebration opportunities.
Action Step	
Description	1. Create a Guiding Coalition to direct the implementation of the PLC process school-wide Who: Principal When : 7/2019 Frequency: yearly Evidence: Meeting minutes
	2. Guiding Coalition to direct and monitor the implementation of the PLC process. Who: Guiding Coalition members (Administration, Coaches and Teacher Leaders) When: 8/2019 - 5/2020 Frequency: Monthly Evidence: Meeting Minutes, Grade level PLC Learning Log.
	3. Grade level Coalition members will lead the PLC process in each grade level Who: Lead Teachers, Coaches When: 8/2019 - 5/2020 Frequency: Grade Level Minutes, Leadership Minutes
	4. Coaches will monitor grade level implementation and identify professional development opportunities Who: Coaches, Leadership Team When: 8/2019-5/2020 Frequency: Weekly Evidence: Leadership Minutes, Choose Your Learning
	5. Grade-level will meet to create long-range plans as a PLC.

Who: Coaches, Grade-level teachers
When: 10/2019 - 4/2020
Frequency: periodically
Evidence: Learning Log (PLC), lesson plans

**Person
Responsible**

Durenda McKinney (mckinneyd@lake.k12.fl.us)

#3	
Title	Students at Tavares Elementary will receive instruction that meets their individual needs in order to promote academic success.
Rationale	If we implement a system for evaluating, delivering and monitoring instruction designed to meet individual academic and behavior needs for struggling students then all student achievement will improve.
State the measurable outcome the school plans to achieve	Students with Disabilities ELA achievement will increase from 30% to 41% above the ESSA Federal Index. Students identified as the lower quartile ELA achievement will improve to close the gap of learning. All Students will be scheduled for intervention time to improve ELA achievement by a minimum of 3% in all categories.
Person responsible for monitoring outcome	Tiffany Luevano (luevanot@lake.k12.fl.us)
Evidence-based Strategy	Implementation, monitoring of Leveled Literacy Intervention grades 3-5 SIPPS implementation and monitoring grades K-2 Targeted Instruction (tutoring)
Rationale for Evidence-based Strategy	The selection of these strategies will focus on key areas of reading instruction. SIPPS will focus on the phonics and fluency, while LLI will focus on comprehension.
Action Step	
Description	1. Master Schedule to reflect intervention/acceleration four times a week in all grade levels. Who: Administration When: 8/2019 Frequency: once Evidence: Master Schedule
	2. Accurately identify all students to create SIPPS and LLI groups and provide lists to teachers. Who: Coaches When: 8/2019-9/2019 Frequency: once Evidence: Class lists, i-ready reports
	3. Provide professional development training for teachers and paraprofessionals delivering SIPPS and LLI. Who: District Personnel, coaches When: 8/2019 Frequency: once Evidence: Signature sheets, True North Logic
	4. Create a system for intervention progress monitoring throughout the year. Who: Administration, Leadership Team When: 9/2019 - 5/2020 Frequency: LLI (weekly) and Sipps (every 10 lessons) Evidence: LLI and SIPPS progress records
	5. ESE teachers will identify students and create schedules in conjunction with FIN guidelines of providing services based on student's individual needs.

Who: ESE School Specialist

When: 8/2019

Frequency: once

Evidence: Master Schedule, IEP document

6: Create a system of monitoring progress of all SWD.

Who: Administration, ESE School Specialist

When: 9/2019

Frequency: quarterly

Evidence: Progress Monitoring form and IEP goal sheets

7. Create a MTSS calendar for monitoring students needing academic/behavior interventions.

Who: Guidance

When: 8/2019-5/2020

Frequency: quarterly

Evidence: MTSS calendar, Performance Matters report

8. SAI targeted assistance action plan includes funds for after school tutoring (curriculum and salaries) in ELA and Math for our lower quartile.

Who: Curriculum Resource Teacher

When: 10.15.19 - 4.14.20

Frequency: twice a week

Evidence: Pre and post testing as designed by the program

Person Responsible	Durenda McKinney (mckinneyd@lake.k12.fl.us)
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#4	
Title	Tavares Elementary will promote a safe and productive learning environment.
Rationale	If we monitor our EWS system (discipline and attendance) then we will promote a safe and productive school environment.
State the measurable outcome the school plans to achieve	Reduce suspension rate by 10% Maintain attendance rate school-wide below 10%
Person responsible for monitoring outcome	Joseph Mabry (mabryj@lake.k12.fl.us)
Evidence-based Strategy	Continue improving Positive Behavior Support program (GROWL) Utilize PASS personnel for early intervention/restorative practice
Rationale for Evidence-based Strategy	Early intervention is key to changing behavior. Our school suspension rate has grown by 2% despite our GROWL program. With the introduction of our PASS personnel and this program, our intent is to identify students earlier and to intervene with interfering behaviors. Additionally, our school has formalized an Attendance EWS group, who will identify students whose absences exceed 10%.
Action Step	
	1. Create EWS overview group and schedule meetings. 2. Implementation of school-wide discipline program. 3. Improve home to school connection using the newsletter
	Who: Administration, Guidance, Family School Liaison When: 9/2019 - 5/2020 Frequency: at least quarterly Evidence: EWS data, Attendance meeting minutes, PBIS committee meeting
Description	4. PASS personnel to present to staff overview of program and role on campus Who: PASS Personnel When: 8/2019 Frequency: once Evidence: PEP meeting minutes
	5. PASS used to provide early intervention school-wide. Who: PASS Personnel When: 8/2019 - 5/2020 Frequency: daily Evidence: PASS log, Assistance Request
Person Responsible	Carol Peppers (peppersc@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Tavares Elementary believes in involving parents in our Title 1 programs. Parents comprise at least 50% of the SAC committee who help finalize the School compact. All parents are given the opportunity to complete surveys at the end of the year for input as well as the availability to meeting minutes. Flexible meeting times are also available to ensure all parents have the opportunity to attend. Communication is sent home in a language parents can understand.

Throughout the year, parent and student activities are scheduled. The events are posted on our marquee, website and individual flyers are sent home. At each of the events, the Parent Resource Room is available for parents to check out items for assisting their students.

Title 1 plan uploaded to the CIMS platform.

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.

This year the social and emotional needs of our students are being addressed through several forums. Guidance counselors and PASS teacher are able to work with peer conflicts, restorative practices and behavioral concerns which disrupt the students learning. The PASS teacher specifically addresses students with whom they may have discipline events as well as providing preventive behavioral strategies to classroom teachers.

Also on our campus our Mental Health Liaison is addressing a continuum of services related to students and family mental health issues. When a student is in crisis they are able to immediately intercede and ascertain the needed services. Daily, the MH liaison provides oversight to students who are currently receiving or pending counseling services. As a result, students and families are being provided a variety of options to better assist.

he Social, Emotional, and Behavioral Component of the PASS program: students are provided support with social and emotional development as well as behavior strategies

None

None

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

Voluntary Preschool (VPK) is offered at Tavares Elementary throughout the school year to assist students in achieving readiness skills for kindergarten. Tavares Elementary also provides two ESE Pre-kindergarten full day all year classrooms for identified at risk students. The Kindergarten teachers and the CRT provide a "Kindergarten Round-up" program in the spring. The teachers provide parents and upcoming kindergarten students with information about the curriculum expectations for the upcoming

year. The students will tour the school, and have the opportunity to go through the cafeteria line. Parents will be provided resources to use with their child to prepare them for kindergarten. All fifth grade exceptional education students who are transitioning to middle school have articulation meetings with the new school in order to ensure continuity and equity of services.

Teachers have developed an assessment instrument to be used with students to determine readiness skills. The instrument is given to incoming kindergarten students prior to the beginning of the school year. The screening results also assist in balancing the kindergarten classes in the fall. In addition, each child is given FLKRS during the first 30 days of school to help determine Pre-Kindergarten readiness skills which the curriculum will need to address.

A "Meet the Teacher" meet and greet event is held in the early evening hours the week before school starts. Students and parents have the opportunity to visit their classrooms and meet their teacher to receive beginning of the year information.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all kindergarten students within the first 30 days to determine readiness skills. This data is used to differentiate instructional strategies within the classroom.

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:

Tavares Elementary is a Title 1 school for 2019-2020 year.

Title I, Part C Migrant:

The Title Services Department provides a Migrant Liaison who works with the school's guidance counselors, and the CRT to ensure migrant students do not face additional educational challenges.

Title I, Part D:

The Title Services Department receives funding for services targeting delinquent and neglected students. T

Title II:

The Academic Services Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the Academic Services Department at the district level.

Title III:

The Academic Services Department coordinates funding for services to English Language Learners (ELL). The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include, but are not limited to, Rosetta Stone.

Title X, Homeless:

The Guidance Counselor, Social Worker, Family Liaison, and office support staff work together with the Principal, to ensure that all students who qualify for services under the McKinney - Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI):

The funds will be used to provide additional services to low performing subgroups in the areas of reading and mathematics. This assistance will include, but is not limited to, before and after school tutoring

remediation programs.

Violence Prevention Programs:

Tavares Elementary School participates in the Too Good for Drugs, Bully Proofing Your School prevention programs. The school is implementing the Positive Behavior Support (PBiS) program which promotes positive behavior.

Nutrition Programs:

Tavares Elementary School participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 76% of which are economically disadvantaged.

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

At Tavares Elementary school we strive to promote college and career readiness in a variety of ways. Our family nights have an academic focus. We host content area specific nights such as literacy and STEAM where we partner with the Orlando Science center each year. Finally, our guidance counselors host college and career assemblies throughout the year. They cover topics of different careers, requirements for college, guest speakers showcase different careers and host a career fair. Presentations are grade specific.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instruction will be delivered using the District instructional framework in all content areas, emphasizing students can accurately identify their learning and measure their success.				\$0.00
2	III.A.	Areas of Focus: Tavares Elementary School will implement and embed the PLC process into their school-wide culture.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	0551 - Tavares Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Grade level PLC meetings to write long-range plans in compliance with PLC framework.</i>			
3	III.A.	Areas of Focus: Students at Tavares Elementary will receive instruction that meets their individual needs in order to promote academic success.				\$9,035.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0551 - Tavares Elementary School	Other		\$7,020.00
			<i>Notes: Extra duty Pay instruction (tutoring)</i>			
	5100	210-Retirement	0551 - Tavares Elementary School	Other		\$594.59
			<i>Notes: Retirement costs</i>			
	5100	220-Social Security	0551 - Tavares Elementary School	Other		\$537.03
			<i>Notes: Social Security & Medicare</i>			

	5100	240-Workers Compensation	0551 - Tavares Elementary School	Other		\$42.82
			Notes: Workman's Comp			
	5100	520-Textbooks	0551 - Tavares Elementary School	Other		\$840.56
			Notes: Curriculum (workbooks)			
4	III.A.	Areas of Focus: Tavares Elementary will promote a safe and productive learning environment.				\$0.00
					Total:	\$14,035.00