

Lake County Schools

Clermont Elementary School



2019-20 Schoolwide Improvement Plan

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Clermont Elementary School

680 E HIGHLAND AVE, Clermont, FL 34711

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

Demographics

Principal: Jeffery Williams

Start Date for this Principal: 10/3/2016

2019-20 Status (per MSID File)	Closed: 2023-06-30
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 (51%) 2017-18: C (44%) 2016-17: B (55%) 2015-16: C (50%) 2014-15: B (57%)
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	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	71%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Clermont Elementary School strives to create a challenging learning community where all members focus on high expectations for success while developing students with individual differences and learning styles. We engage students with challenging academics while promoting a safe, and supportive environment. Every effort is taken to create an inclusive community which actively supports students' learning.

Provide the school's vision statement.

Clermont Elementary School is a place of high expectations that promotes collaboration between staff, parents and students to achieve academic excellence. We strive to develop responsible, caring students who are lifelong learners and are prepared to meet the challenges of a diverse, global society.

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
Williams, Jeffrey	Principal	Provides curriculum support to the faculty through the monitoring of the Florida Standards, Progressing Monitoring and Pacing. Ongoing professional development will be provided for the faculty and staff based on needs. Email - WilliamsJ3@lake.k12.fl.us
Schichtel, Kevin	Assistant Principal	Provides curriculum support to the faculty through the monitoring of the Florida Standards, Progressing Monitoring and Pacing. Ongoing professional development will be provided for the faculty and staff based on needs. Email - SchichtelK@lake.k12.fl.us
Aklan, Michele	School Counselor	Supports the school and families transition needs to and from home. Social and emotional services are provided to our school family as needed. Email - AklanM@lake.k12.fl.us
Willis-Frye, Amanda	Instructional Coach	MTSS School-Based Coordinator - coordinates meetings and notifies members of dates and times and provides support for the teachers throughout the MTSS process. Models and coaches fellow colleagues using reading, writing, thinking and talking strategies while embracing authentic literacy. Also helps identify strategies, resources, and materials for reading interventions. Email - Willis-FryeA@lake.k12.fl.us
McRoy, Kenneth	Dean	Provides ongoing behavior management support to faculty & staff to ensure students are engaged at all times; minimizing off task opportunities. Email - McRoyK@lake.k12.fl.us
Barker, Beverly	Administrative Support	Coordinates staffing, placement and reevaluations, develop & support inclusive practices, and model effective teaching strategies to ESE teachers. Email - BarkerB@lake.k12.fl.us
Sorrells, Michelle	Instructional Coach	Models and coaches fellow colleagues using reading, writing, thinking and talking strategies while embracing authentic literacy across the curriculum. Identifies strategies, resources, and materials for math academic support and interventions. Email - SorrellsM@lake.k12.fl.us

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	67	76	82	83	90	78	0	0	0	0	0	0	0	476
Attendance below 90 percent	17	15	19	20	14	13	0	0	0	0	0	0	0	98
One or more suspensions	2	1	4	0	4	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	1	6	3	7	6	14	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	23	25	27	0	0	0	0	0	0	0	75

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	1	10	10	22	17	24	0	0	0	0	0	0	0	84

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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

47

Date this data was collected or last updated

Friday 8/23/2019

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	16	11	17	23	13	12	0	0	0	0	0	0	0	92
One or more suspensions	2	2	5	2	8	6	0	0	0	0	0	0	0	25
Course failure in ELA or Math	6	15	12	22	22	17	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	31	23	36	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	19	26	32	55	46	55	0	0	0	0	0	0	0	233

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	16	11	17	23	13	12	0	0	0	0	0	0	0	92
One or more suspensions	2	2	5	2	8	6	0	0	0	0	0	0	0	25
Course failure in ELA or Math	6	15	12	22	22	17	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	31	23	36	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	19	26	32	55	46	55	0	0	0	0	0	0	0	233

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	57%	58%	57%	50%	57%	55%
ELA Learning Gains	63%	57%	58%	61%	56%	57%
ELA Lowest 25th Percentile	56%	49%	53%	53%	50%	52%
Math Achievement	52%	60%	63%	58%	61%	61%
Math Learning Gains	47%	56%	62%	65%	57%	61%
Math Lowest 25th Percentile	31%	39%	51%	59%	45%	51%
Science Achievement	48%	54%	53%	42%	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	67 (0)	76 (0)	82 (0)	83 (0)	90 (0)	78 (0)	476 (0)
Attendance below 90 percent	17 (16)	15 (11)	19 (17)	20 (23)	14 (13)	13 (12)	98 (92)
One or more suspensions	2 (2)	1 (2)	4 (5)	0 (2)	4 (8)	5 (6)	16 (25)
Course failure in ELA or Math	1 (6)	6 (15)	3 (12)	7 (22)	6 (22)	14 (17)	37 (94)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (31)	25 (23)	27 (36)	75 (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	58%	60%	-2%	58%	0%
	2018	43%	61%	-18%	57%	-14%
Same Grade Comparison		15%				
Cohort Comparison						
04	2019	54%	60%	-6%	58%	-4%
	2018	43%	59%	-16%	56%	-13%
Same Grade Comparison		11%				
Cohort Comparison		11%				
05	2019	47%	59%	-12%	56%	-9%
	2018	40%	55%	-15%	55%	-15%
Same Grade Comparison		7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%
	2018	47%	65%	-18%	62%	-15%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	49%	61%	-12%	64%	-15%
	2018	52%	60%	-8%	62%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		2%				
05	2019	44%	57%	-13%	60%	-16%
	2018	41%	58%	-17%	61%	-20%
Same Grade Comparison		3%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	56%	-14%	53%	-11%
	2018	36%	54%	-18%	55%	-19%
Same Grade Comparison		6%				
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	43	72	71	36	37	29	43				

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
ELL	50	67		56	59						
ASN	69			77							
BLK	43	63	69	29	39	33	41				
HSP	52	61		52	49	20	48				
MUL	40			30							
WHT	71	65		66	47	30	52				
FRL	46	59	58	40	45	32	39				
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	21	41	38	30	36	18	20				
ELL	36			29							
ASN	76	54		65	54						
BLK	25	29		27	32	29	14				
HSP	42	51	42	49	46		31				
MUL	43			57							
WHT	53	48		65	59		55				
FRL	40	44	39	44	45	32	34				
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	8	38	36	22	43	45	8				
ELL	41	39	27	41	56	55					
ASN	69	46		81	100						
BLK	32	61	56	38	45	54	21				
HSP	52	53	50	60	65	50	46				
MUL	47	91		67	58						
WHT	63	67		68	74		71				
FRL	45	62	58	53	64	55	34				

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	52
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	64
Total Points Earned for the Federal Index	418

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
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	49
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	55
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	48
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.

Math - Learning Gains (47%), a decrease of 2% from prior year and Math Learning Gains of Lowest Quartile (31%) a decrease of 1% from prior year. Overall Math Achievement stayed the same over prior year at 52%. Historically Numbers and Operations have been a skill deficit for our students.

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

Math Learning Gains had the greatest decline from the prior year of 2%. Subgroup data shows a decrease in the White subgroup in Math Learning Gains from 59% in 2018 to 47% in 2019. That subgroup could have contributed to the overall decline of 2% in Math Learning Gains.

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.

Math Lowest 25th Percentile had the biggest gap of 20%. That was an increase of 5% over the previous year. After examining Math cluster data 92% of our students did not perform well within the Measurement, Data and Geometry Cluster.

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

ELA Achievement proficiency showed an improvement of 12% over prior year. An emphasis on giving students the opportunity to Read, Write, Think and Talk during all subject contents but primarily during the reading block may have had a positive impact in this area. Our teachers and leadership team worked closely with district and regional staff to offer strategic Professional Development. Support was rendered in the 90/120 minute reading block and incorporated Reading with Conferencing.

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

Twenty percent of our student population missed at least 10% of school last year. Our overall average daily attendance rate for the 2018-2019 school year was 92.9%, a decrease of 0.2% over prior year and the lowest in the past 10 years.

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

1. Math Proficiency
2. Science Proficiency
3. ELA Proficiency
4. Increase proficiency in all Subgroups with focus on Multi Racial
5. Increase average daily attendance rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academics
Rationale	Based on FSA data from the Needs Assessment/Analysis section list we have opportunities in reading, math and science to improve. Math was identified as a critical area of Focus because Math Achievement, Math Learning Gains and Math Lower Quartile all had the highest gap as compared to the District and State average.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see performance improvements in i-ready data (EOY/MOY) and end of year FSA data.
Person responsible for monitoring outcome	Jeffrey Williams (williamsj3@lake.k12.fl.us)
Evidence-based Strategy	Establish a common planning/collaboration schedule in which a member of the leadership team will monitor each week. The focus will be on standards, alignment of tasks, pacing, progress monitoring and setting the purpose for learning. Data gathered during this process will be analyzed by the teachers and Leadership Team to make strategic decisions as needed to improve student performance.
Rationale for Evidence-based Strategy	If we implement, monitor and support weekly collaborative planning with fidelity, we will increase our teachers ability to deliver more rigorous standards based instruction to increase student (Math) performance to exceed 52% commensurate with previous performance of 74%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Standards based instruction will be monitored by common planning and Classroom Learning Walks. 2. Timely feedback, best practices and trend data will be shared with teachers. 3. Teachers will be able to access BOY and MOY assessment data to formulate a progressive plan to close the achievement gap for all students. 4. Administration/Leadership team will consult with teachers on a weekly basis to monitor academic progress using our data matrix and performance matters platforms.
Person Responsible	Jeffrey Williams (williamsj@lake.k12.fl.us)

#2	
Title	School Culture
Rationale	New staff and existing staff members on campus have varying degrees of experience in using CHAMPS, PBS strategies, Restorative Practices, or Bully Proofing Your School curriculum. Our EWS data reflects average daily attendance and OSS as being an area of opportunity to improve. Therefore by offering professional development in these areas, all stakeholders will benefit from a safe and conducive learning environment.
State the measurable outcome the school plans to achieve	By focusing on the learning environment there will be academic time devoted to on task learning versus off task learning. This will lead to a decline in classroom disruptions which will minimize students being referred for disruptive behavior; often leading to lost time out of class. Teachers and the Leadership Team will continue to coordinate their efforts by monitoring and providing resources to ensure student learning time is accountable by removing barriers.
Person responsible for monitoring outcome	Kevin Schichtel (schichtelk@lake.k12.fl.us)
Evidence-based Strategy	PBS and Restorative Practices will be used to increase daily positive student interactions and therefore reduce the amount of negative consequences and interruptions to the academic learning environment.
Rationale for Evidence-based Strategy	If we implement, monitor, and support PBS with Restorative Practices then there will be a decrease in student discipline infractions by 10% (from 226 to 203).
Action Step	
Description	<ol style="list-style-type: none"> 1. We will review discipline data, OSS rates and ISS rates through Performance Matters once a month. 2. We will continually monitor discipline incidents reported to the office and investigate any imminent concerns immediately. 3. Our school Guidance Counselor will conduct Character Lessons during grade level enrichment classes during Media. 4. Our PASS teacher will meet with identified students on a regular basis and respond proactively in the classroom to support teachers using Restorative Practices. 5. The Teacher Induction Team will work with new teachers and existing staff regarding CHAMPS and classroom management techniques. 6. Our Mental Health Liaison will intervene as needed to support students in crisis.
Person Responsible	Kevin Schichtel (schichtelk@lake.k12.fl.us)

#3	
Title	Interventions
Rationale	This area of focus was identified as a critical area of need because we have noticed a downward trend in our Math proficiency.
State the measurable outcome the school plans to achieve	Students will be given daily opportunities for remediation as well as acceleration across the content areas, including Math. By monitoring our student progress, our school data should reflect positive trends of academic momentum leading to increased student proficiency.
Person responsible for monitoring outcome	Michelle Sorrells (sorrellsm@lake.k12.fl.us)
Evidence-based Strategy	Leadership Team will discuss and prioritize students weekly during common planning and Leadership Meetings. Teachers will provide additional measures of skilled instruction as needed to accelerate students learning commensurate with grade level expectations. Supplemental support using the Brain Pop platform will help students to visualize their learning by providing introductory instruction.
Rationale for Evidence-based Strategy	If we implement, monitor, and support our Intervention/Acceleration block, we will see an increase in student performance which will indicate students are accessing their learning by understanding the rationale.
Action Step	
Description	<ol style="list-style-type: none"> 1. Our Intervention/Acceleration block (Panther Challenge) will be offered each week. 2. School data will be analyzed on a consistent basis to determine the need for growth of each student. 3. BOY, MOY and EOY diagnostics along with teacher quarterly data chat information will be used to measure student performance.
Person Responsible	Jeffrey Williams (williamsj3@lake.k12.fl.us)

#4	
Title	Literacy - ELA
Rationale	While our trend data indicates a 8 year high for ELA proficiency, we still need to improve literacy development in all grades. In prior years our data has been inconsistent. Therefore, it is necessary to continue to focus on literacy strands to ensure early literacy is strengthened within the core. This will allow all students to access their learning. Using the District Instructional Framework, purpose driven learning will help students connect with the What, Why, and How.
State the measurable outcome the school plans to achieve	Students will be exposed to daily attributes of literacy development (phonics, phonemic awareness, vocabulary development, fluency and comprehension). Teachers will give students the ability to interact with text throughout the day and across all content areas. As a result, students will be prepared with the literacy skills necessary to become successful learners. This effort will minimize retentions (to zero) and increase proficiency (to 65%); closing the achievement gap.
Person responsible for monitoring outcome	Amanda Willis-Frye (willis-fryea@lake.k12.fl.us)
Evidence-based Strategy	We will provide ongoing professional development opportunities to our Primary Grade teachers to implement Discover Intensive Phonics program to strengthen early literacy development. District support personnel will work in conjunction with the faculty/ administration to support intermediate literacy development by utilizing the districts recommended (90/120 minute) literacy block and integrating the conferring while interacting with text. By having access to classroom libraries, students will be able to select preferred texts from a wide variety of genres. This will provide teachers the opportunity to monitor students independent practice. Student growth will be measured via BOY, MOY, and end of year assessments (FSA and i-Ready) to track proficiency targets.
Rationale for Evidence-based Strategy	If we implement, monitor and support weekly collaborative planning with fidelity, we will increase our teachers ability to deliver more rigorous standards based instruction. Student performance in ELA will exceed our existing proficiency rate of 57% to exceed previous performance of 71%. Learning Walk look-fors and trends will help support this focus area.
Action Step	
Description	<p>The monitoring of our Literacy Development plan will consist of the following methods below. As data is collected, instructional adjustments and decisions will be made to meet the needs of individual students.</p> <ol style="list-style-type: none"> 1. Common Planning 2. Classroom Learning Walks 3. i-ready data 4. quarterly data chats 5. Professional Learning Communities
Person Responsible	Jeffrey Williams (williamsj3@lake.k12.fl.us)

#5	
Title	ESSA Subgroup
Rationale	This area of focus was identified as a critical area of need because the Federal Index for Multiracial Students is currently at 35%. (40% ELA, 30% Math)
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see an increase in the Math and ELA proficiency rates for our Multiracial students to exceed 50%.
Person responsible for monitoring outcome	Jeffrey Williams (williamsj3@lake.k12.fl.us)
Evidence-based Strategy	BOY results will be analyzed to determine needs and skill deficits of all students including Multiracial subgroup. Leadership Team will discuss and prioritize students weekly during common planning and Leadership Meetings. Teachers will provide additional measures of skilled instruction as needed to accelerate students learning commensurate with grade level expectations.
Rationale for Evidence-based Strategy	If barriers that impede academic progress are resolved in a timely manner multiracial student performance will surpass current performance of 35% and exceed 50%.
Action Step	
Description	<ol style="list-style-type: none"> 1. School data will be analyzed on a consistent basis to determine the need for growth of each student. 2. BOY, MOY and EOY diagnostics along with teacher quarterly data chat information will be used to measure student performance. 3. Members of the Leadership Team will regularly meet with Zone Students to track academic achievement across all subject areas. 4. The school will address barriers that may impede academic progress with an expedient resolution.
Person Responsible	Jeffrey Williams (williamsj3@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.

The events scheduled throughout the year will be communicated with families through multiple platforms and mediums to reduce communication barriers.

FSA Nights - Parents will receive information on FSA content and expectations.

Data Parent/Teacher Conferences - Teachers will discuss each child's assessment results, expectations and goals for the school year.

Reading is Freedom Night - Parents will receive materials and modeling of literacy activities that can be used in the home.

Parent Resource Room Conferences/Prescription Pad - Classroom teachers will identify skills that parents can help with at home. The FSL will help parents choose appropriate materials.

iMOM and All Pro Dad - Increased parent involvement and improved student achievement.

Curriculum Family Events - Increased parent involvement and improved student achievement.

Sept 25th, Dads take your child to school day.

End of the year Family Picnic will consist of all parents/guardians of each student to attend a luncheon provided by the school to promote literacy and community partnerships.

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.

CES provides social/emotional support through several methods. Tier one behavior expectations and support through both CHAMPS and Panther Paws. The PASS teacher and CHAMPS attempts to provide a school wide model of classroom engagement expectations. Panther Paws is used as positive behavior support to encourage positive interactions between students. Individual and group support through the guidance counselor who provides character development lessons weekly with all grade levels. In the event of a mental health crisis, the mental health liaison will be available to assist students and families. As a school community, we provide support on a daily basis and monitor the general welfare of students. In extenuating circumstances, the school social worker services will be made available to support the needs of our students and their families.

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

Clermont Elementary School has 4 Pre-K units.

- Three exceptional student education units provide service for students with special needs beginning in pre-k, One Title 1 unit provides Pre-K services for those students qualifying as low socio economic. The Pre-K Handicapped program uses the Brigance Inventory of Early Learning and/or the Battelle Developmental Inventory to measure student abilities.

- Students are placed in the program based on chronological age. Their curriculum focuses on social skills, age appropriate pre-writing, reading, and math skills.

- Clermont Elementary regular Pre-K units use High/Scope Curriculum and VPK Assessment to measure student achievement performance. Reading, Math, Science and Social Studies are part of the Discovery Curriculum. This curriculum allows students to experience a smooth transition to Kindergarten.
- The VPK classes are funded through the state's Voluntary Pre-Kindergarten Program/Title 1. The Pre-Kindergarten ESE class is funded through IDEA and provides an additional 1080 hours of student instruction.
- Teachers communicate with parents through newsletters and notes home. Each Pre-K teacher conducts articulation meetings with the parents.
- Clermont Elementary invites area preschools to visit the Kindergarten classes during the spring to get them ready for school. CES also holds Pre-K and Kindergarten Round Up activities in the spring to allow parents to register their students early for the following year.
- Clermont Elementary invites area middle schools to our campus to speak with our 5th grade students attending their school as incoming 6th graders. Some middle schools have the capacity to allow our students to visit their school while others send representatives to our campus to speak with them about opportunities they will have while attending middle school.

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

The MTSS team will look closely at school-wide data and determine areas that need to be addressed. If it is a curriculum issue, a plan to change the delivery of instruction will be made and progress will be monitored to determine if the changes were successful. If it is determined that an individual student is having difficulty, the team will work with the classroom teacher in the implementation of a research-based intervention and decide the most effective way to monitor the progress.

Title I, Part A-Economically disadvantaged:

Provide students additional remediation through resource teachers, paraprofessionals, a resource room with materials for parents and staff to check out, after-school programs and summer school.

Title I, Part C- Migrant:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title III:

The district curriculum department provides services for educational materials and support for ELL students. ELL students are provided with 1 to 1 dictionaries and receive instructional support from a designated inclusive teacher assistant.

Title IX- Homeless:

District Social Workers coordinate with resources for students identified as homeless to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be issued in addition to Title I funds to provide additional academic support for students in

the need of assistance.

Violence Prevention Programs:

PBS integrated into the CHAMPs program teaches students positive approaches to combat negative situations. Continuation of "Too Good for Violence" and "Too Good for Drugs" will continue during the school year.

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

Currently we offer opportunities for students to engage in robotics and STEAM experiences. These experiences are provided throughout the school day and after school. However, STEAM and robotics clubs held after school to provide extensive opportunities for students to exclusively develop hands on experiences using real world scenarios and collaborative skills with industry professionals. Students are provided with opportunities to participate in interactive learning competitions such as STEAM Bowl, Robotics Team, and Science Fair.

Part V: Budget

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

1	III.A.	Areas of Focus: Academics	\$0.00
2	III.A.	Areas of Focus: School Culture	\$0.00
3	III.A.	Areas of Focus: Interventions	\$0.00
4	III.A.	Areas of Focus: Literacy - ELA	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup	\$0.00
Total:			\$0.00