

Lake County Schools

Minneola Conversion Charter School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	22
Budget to Support Goals	24

Minneola Conversion Charter School

320 E PEARL ST, Minneola, FL 34715

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

Demographics

Principal: Sherry Watts

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
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 Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (54%) 2016-17: C (52%) 2015-16: B (57%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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)
Combination School PK-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	48%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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.

Minneola Charter School Mission Statement:

With the help of the home and the community we provide a nurturing, supportive, learning environment so students may reach their full potential and become responsible, contributing citizens of the world.

Provide the school's vision statement.

Here at Minneola Charter School, we are Galloping to Success and our students are College-Bound.

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
Watts, Sherry	Principal	The purpose of the job is to administer the coordination and management of all elementary and middle school campus and academic activities. Ms. Watts is responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Her position is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with the Charter Schools Board goals and initiatives.
Dison, Kim	Assistant Principal	The purpose of the job is to assist in the administration, coordination and management of all elementary and middle school campus and academic activities. Ms. Dison's job classification assists the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with the Charter Schools Board goals and initiatives. Performs related work as directed.
Dillon, Juan	Assistant Principal	The purpose of the job is to serve in an administrator capacity for the coordination and management of elementary school academic programs. Employees in this job classification are responsible for overseeing and assisting with the preparation and management of the academic division budgets. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with the Charter Schools Board goals and initiatives. Performs related work as directed.

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	186	167	200	195	156	192	138	0	0	0	0	0	0	1234
Attendance below 90 percent	24	10	9	13	16	22	0	0	0	0	0	0	0	94
One or more suspensions	12	11	7	12	6	13	2	0	0	0	0	0	0	63
Course failure in ELA or Math	4	11	4	4	2	1	7	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	26	11	22	15	0	0	0	0	0	0	74

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	15	11	5	15	1	1	0	0	0	0	0	0	0	48
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)

107

Date this data was collected or last updated

Thursday 8/1/2019

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	30	22	25	22	21	11	0	0	0	0	0	0	0	131
One or more suspensions	4	6	7	7	12	9	0	0	0	0	0	0	0	45
Course failure in ELA or Math	16	3	16	38	16	26	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	25	32	31	0	0	0	0	0	0	0	88

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	35	46	68	58	78	63	0	0	0	0	0	0	0	348

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	30	22	25	22	21	11	0	0	0	0	0	0	0	131
One or more suspensions	4	6	7	7	12	9	0	0	0	0	0	0	0	45
Course failure in ELA or Math	16	3	16	38	16	26	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	25	32	31	0	0	0	0	0	0	0	88

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	35	46	68	58	78	63	0	0	0	0	0	0	0	348

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	67%	68%	61%	59%	67%	57%
ELA Learning Gains	62%	63%	59%	54%	65%	57%
ELA Lowest 25th Percentile	58%	56%	54%	45%	50%	51%
Math Achievement	62%	70%	62%	61%	69%	58%
Math Learning Gains	58%	65%	59%	49%	67%	56%
Math Lowest 25th Percentile	50%	54%	52%	40%	65%	50%
Science Achievement	63%	59%	56%	53%	64%	53%
Social Studies Achievement	0%	83%	78%	0%	82%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	186 (0)	167 (0)	200 (0)	195 (0)	156 (0)	192 (0)	138 (0)	0 (0)	0 (0)	1234 (0)
Attendance below 90 percent	24 (30)	10 (22)	9 (25)	13 (22)	16 (21)	22 (11)	0 (0)	0 (0)	0 (0)	94 (131)
One or more suspensions	12 (4)	11 (6)	7 (7)	12 (7)	6 (12)	13 (9)	2 (0)	0 (0)	0 (0)	63 (45)
Course failure in ELA or Math	4 (16)	11 (3)	4 (16)	4 (38)	2 (16)	1 (26)	7 (0)	0 (0)	0 (0)	33 (115)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	26 (25)	11 (32)	22 (31)	15 (0)	0 (0)	0 (0)	74 (88)

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	66%	60%	6%	58%	8%
	2018	65%	61%	4%	57%	8%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	75%	60%	15%	58%	17%
	2018	61%	59%	2%	56%	5%
Same Grade Comparison		14%				
Cohort Comparison		10%				
05	2019	66%	59%	7%	56%	10%
	2018	56%	55%	1%	55%	1%
Same Grade Comparison		10%				
Cohort Comparison		5%				
06	2019	57%	52%	5%	54%	3%
	2018					
Cohort Comparison		1%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	62%	-4%	62%	-4%
	2018	63%	65%	-2%	62%	1%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	70%	61%	9%	64%	6%
	2018	59%	60%	-1%	62%	-3%
Same Grade Comparison		11%				
Cohort Comparison		7%				
05	2019	58%	57%	1%	60%	-2%
	2018	55%	58%	-3%	61%	-6%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
06	2019	58%	53%	5%	55%	3%
	2018					
Cohort Comparison		3%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	56%	6%	53%	9%
	2018	52%	54%	-2%	55%	-3%
Same Grade Comparison		10%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-52%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	28	52	47	39	49	51	38				
ELL	49	62	53	51	58	45	54				
ASN	68	69		63	62						
BLK	60	46		51	58	40	36				
HSP	63	61	53	53	56	52	63				
MUL	76	67		64	43		75				
WHT	70	63	63	68	60	53	65				
FRL	61	60	55	49	50	41	56				
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	30	49	40	35	48	44	29				
ELL	43	63	50	47	52						
ASN	57	70		71	70						
BLK	42	48		34	44	45	23				
HSP	59	59	41	53	51	41	57				
MUL	53	54		53	54						
WHT	67	62	47	67	55	41	56				
FRL	51	57	43	47	50	41	33				
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	27	36	33	26	21	22	24				
ELL	33	36	50	42	45						
ASN	63			69							
BLK	49	41	45	38	59	73	27				
HSP	59	52	47	55	42	39	33				
MUL	40			40							
WHT	61	57	47	68	52	31	70				
FRL	49	48	47	50	43	40	42				

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	473

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	53
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	66
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	49
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	57
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO

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	63
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	53
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.

Minneola Charter exhibited positive growth, as compared to last year, in every school grade component. However, one area that still needs improvement is Learning Gains within the lowest quartile, especially with Math. Even though there was positive growth in this area as compared to the previous year, it was up only 5 percentage points to 50%, up from 45% in 2017-2018. Our overall achievement goal of 70% is an expectation that everyone at Minneola Charter is aware of, and works towards. Since the trend is a positive one for this year, we will continue to move students in the right direction by continuing to have students goal set, teachers will continue to have grade level meetings, deconstructing standards and designing and refining common assessments. These are all steps that have shown to improve student performance.

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

Fortunately, Minneola Charter School showed improvement in all School Grade Components. However, Math in the lowest 25% and overall ELA learning gains showed the most minimal improvement. We have made it a school wide goal to reach 70% proficiency in all categories, including this one. Although this is not a true declination in performance, it does show us that , year after year, the lowest 25% has always been a challenge. Moreover, as we continue to drive the school wide and classroom initiatives to help student performance, we will expect to close the gap even further and increase the overall performance of the lowest 25% at Minneola Charter.

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 learning gains reflected the largest gap between what Minneola Charter achieved and what the state average was. Overall, math gains showed positive growth, however since Minneola grew 5%, from 53% to 58% since 2017-18, the State grew 3% from 59% to 63%. We will continue the school wide initiatives that we have in place to promote increased student performance and further close the gap in that performance as compared to the state.

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

For the 2018-19 school year, Minneola gained 12% in ELA Lowest quartile learning gains. Even though we made strides in this School Grade Component, we are still short of our school wide goal of 70% proficiency. We earned 58% proficiency for last year, up from 46% in 2017-2018. These gains would be attributed to the common planning for teachers across all tested grade levels, weekly/monthly Goal Setting, common assessments designed around the standards that are tested annually, and increased Classroom Walk-throughs led by Grade Level Senators and Leadership Team members to provide feedback on best teaching practices. School information and current STAR levels are displayed around the school, informing teachers, staff and students of just how their classes are performing, in real time. These posters are updated when the newest STAR Data is released. Students see exactly how their classes are performing, and can compare their class data to that of their peers. This has shown to create a healthy and competitive atmosphere among our classes and the students.

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

One area of concern is the number of suspensions in Kindergarten. Last year, we had 12 overall in school and out of school suspensions, compared with just 4 from the previous year. In actuality, of all of the in school and out of school suspensions that occurred over the year, 4 students accounted for over 50% of them. The severity of the infractions ranged from making threats, to actual physical, inappropriate contact with other students. In order to help reduce the number of these infractions for this year, our guidance department is using the Sanford Harmony Lessons, school wide. Sanford Harmony is a social emotional learning system that encompasses 4 themes in order to achieve and maintain healthy relationships with others. The themes are Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving and Peer Relationships. With this system in place, it is expected that the number of negative interactions with peers will decrease, resulting in a decrease in the number of referable incidents that require any sort of suspension.

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

1. Focus on the improvement of scores for the lowest 25% in ELA
2. Focus on the improvement of scores for the lowest 25% in Math
3. Continue the upward trend in Science for 5th grade to reach the 70% proficiency expectation
4. Build on the Sanford Harmony Program that our Guidance Department is implementing to reduce occurrences of discipline referrals.
5. Reduce the number of In School and Out of School suspensions by 30%, from 5.10% of the overall school student population, to 3.5%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	With an increased focus on students in the lowest 25%, Minneola Charter will raise learning gains in that subroup to 62%
Rationale	Placing greater emphasis on students' learning gains in the lowest quartile, Minneola Charter will be able to raise overall achievement gains and push this sub group to reach the school wide goal of 62% in overall learning gains, with the overall goal of 70% proficiency. This will be achieved with an increased and continued focus on overall reading literacy, continuing to develop writing skills and early identification of students with academic need.
State the measurable outcome the school plans to achieve	Increase reading literacy, through monitoring of STAR data. Develop and implement writing skills which may be monitored though classroom activities and assessments. Provide early and accurate identification of students who are in need of academic interventions. This may be tracked through MTSS meetings, grade level data chats and problem solving team meetings.
Person responsible for monitoring outcome	Sherry Watts (wattss@lake.k12.fl.us)
Evidence-based Strategy	Minneola Charter has designed a Reading Enrichment block that targets Level 1 readers and students that score below grade level on STAR Assessment data. This block is used daily, in the afternoon with students to help strengthen their reading foundation and improve their overall literacy skills. Saxon Phonics will also be utilized in grades K-3 to facilitate reading literacy, build phonemic awareness and strengthen literacy skills and confidence so that students will build and maintain a solid foundation in overall literacy skills. Additionally, we will promote Accelerated Reader (AR) for Grades 1-5. All teachers are required to use Accelerated Reader in their classrooms. STAR testing gives students a ZPD (zone of proximal development) to help students find books at their reading level. The Literacy Coach will maintain an AR Leader board in in the schools "Listening Lane Hallway" so that everyone can see who is leading on earning AR points.
Rationale for Evidence-based Strategy	Using the STAR Data to provide a Zone of Proximal Development for students will allow them to choose appropriate levels of books to read during their reading enrichment block. The media center will identify all books with a ZPD, and teachers will house books with a wide variety of ZPD's for their students. STAR data will reinforce the data to show if the students are making the required gains, showing growth each time the test is taken. Students who show a downturn will receive more intensive interventions with the SIPPS Program.
Action Step	
Description	<ol style="list-style-type: none"> 1. Guidance counselors, who also serve as MTSS facilitators, will plan and schedule MTSS Meetings for all teachers who have students who are either already receiving academic interventions or who may need them. 2. Everyday, the students are given a :15 minute block of time where they participate in Silent Sustained Reading (SSR). This is a protected block of time where no announcements or interruptions are made, so that the students may choose to read a book they have picked out themselves or are reading books in their ZPD. 3. SIPPS is a program utilized in the Reading Enrichment block, that targets level 1 readers and students who score below grade level on STAR Assessment Data. This program is used daily with students to strengthen their reading foundation and improve their literacy skills.

4. Saxon Phonics will also be utilized in grades K-2 to facilitate overall reading literacy, build phonemic awareness and strengthen literacy skills so that these student enter 3rd grade with a strong foundation in literacy.
5. All teachers will be responsible for monthly Goal Setting with their students. This provides an opportunity for students to communicate with their teachers about what their own personal academic goals are, and for the teacher to inform them of what goals they should be achieving in class.

Person Responsible	Sherry Watts (wattss@lake.k12.fl.us)
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#2	
Title	<p>With a sharp focus on developing positive personal characteristics, Minneola Charter School will utilize the Sanford Harmony Program to teach the 5 Focus Themes of social emotional learning.</p> <p>If we implement, support and monitor students in the Sanford Harmony Program, then we will see an increase in the five Focus Themes , which are: Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving and Peer Relationships. The schools current data indicates that, as compared to last year, discipline referrals are up in all grade levels,with an average increase of 33% overall as compared to 2018-2019. Our goals for this year are to reduce suspensions in all grade levels by 70% overall, which will be measured by discipline referral and school suspension data, monitored monthly. To scale back the increases however, steps are being implemented to reduce the percentages and total suspension school wide. To reach our goals, these focus themes that were described previously will be implemented through small groups and in-class lessons conducted by the guidance counselors at Minneola Charter School. Additionally, our College Bound Students or CBS Program, which encourages a College Bound Mindset for our students has become a celebrated part of how we recognize students for having positive character qualities and a keen academic focus. Each month, one student is chosen from every teacher's class and nominated to be that teacher's CBS Student of the Month. Parents are invited to attend the celebration, and CBS Certificates are awarded to each student nominated by their teacher. Additionally, for the students in middle grades (grade 6 & 7), they will be recognized at our Middle Grades Mustang Merit Breakfast for Academic Efforts and Citizenship/Character. Students who earn Honor Roll or who are chosen for College Bound Student, will be invited quarterly to enjoy a treat with their peers. Parents will be able to come as well, to enjoy a relaxed atmosphere while we recognize these students.</p>
Rationale	
State the measurable outcome the school plans to achieve	<p>The guidance counselors will create and establish a schedule to meet with students and to push in to classrooms to review the five Sanford Harmony Themes of Social emotional learning. All staff members will also assist in reinforcing those character traits as they are introduced to the students. This will be measured in the number of discipline referrals written this year and the number of guidance referrals written as well.</p>
Person responsible for monitoring outcome	<p>Sherry Watts (wattss@lake.k12.fl.us)</p>
Evidence-based Strategy	<p>The guidance counselors will create and establish a schedule to meet with students and to push in to classrooms to review the five Sanford Harmony Themes of Social emotional learning. They will also establish groups of students to work with specific themes from Kindergarten to 7th grade. Counselors will evaluate weekly the effectiveness of their groups to determine any changes that need to be made or adjustments that need to be designed.</p>
Rationale for Evidence-based Strategy	<p>All of the guidance counselors will lead groups of students. The groups range from social emotional groups in the upper grades to talking to students with testing anxiety and anger management in the lower grades. This is all done in an effort to curb discipline issues and to reduce the incidences of students experiencing stress or anxiety in assessment settings. This in turn would lead to higher test averages. With the assistance being delivered through these programs, it is hoped that scores will rise an average of 12-15% overall, as</p>

measured by STAR and common assessment data. The whole child is the focus here at Minneola Charter.

Action Step

Description	1. The guidance counselors, Susan Salazar, Tina Phillips and Dawn Burns will create and establish a schedule of students that they will work with in small groups.
	2. They will create and maintain a schedule of times when they will push-in to classrooms and do whole group lessons on the Sanford Harmony program.
	3. The guidance team will monitor the effectiveness of their groups and modify them as necessary.
	4. Student guidance and discipline referrals will be monitored quarterly
	5. Assessment data, both STAR and Common Assessments will be monitored monthly on the students participating in the small groups.
Person Responsible	Sherry Watts (wattss@lake.k12.fl.us)

#3	
Title	With an expectation for excellence, third grade teachers will plan, deliver and differentiate reading instruction so that no 3rd grade students at Minneola Charter School will receive a Level 1 in ELA on the Florida Standards Assessment Exam.
Rationale	If teachers plan and implement excellent reading instruction, design common assessments, follow prescribed reading interventions and programs and deconstruct standards for reading for third grade students, and if administrators and coaches conduct classroom walk-throughs and provide feedback, then we will set and reinforce the goal for no Minneola Charter School third grader to be at a level 1 on the English Language Arts portion of the Florida Standards Assessment
State the measurable outcome the school plans to achieve	Increase the overall proficiency in ELA for third grade students to 70% overall, with no level 1's. Administrators, coaches and Faculty Senators will build capacity with teachers through walk-throughs, feedback, Professional Development and classroom support. Increase student achievement in ELA by 3% overall, from 67% to 70%, ELA learning gains by 3%, from 62% to 65% and make ELA learning gains in the Lowest Quartile increase 4% from 58%, to 62%.
Person responsible for monitoring outcome	Sherry Watts (wattss@lake.k12.fl.us)
Evidence-based Strategy	Develop and utilize a walk-through schedule for Faculty Senators, coaches, leadership team members and administrators. Use the in-house designed Classroom Walk-through Tool and collect data from the forms to measure impact on reading instruction. The form has also been created electronically as a Google Form. This will also track the classroom walkthroughs that will be conducted. Monitor attendance at all MTSS meetings, Problem Solving meetings and staff meetings where information will be disseminated.
Rationale for Evidence-based Strategy	Keeping track of best teaching practices through the use of our Classroom Walk through Form and the Google Form, will provide effective feedback for the teachers. It will also assist the leadership and administrative team to keep accurate measure of how the teachers are delivering quality, standards based instruction and assessments, providing the opportunities for their students to excel in their classrooms.
Action Step	
Description	<ol style="list-style-type: none"> 1. Third grade classroom teachers, with the assistance of administration and Faculty Senators will develop and implement standards based instructional methodologies and common assessments for their students. 2. Teachers will utilize the SSR reading time and engage in all reading initiatives, in grades 1-5 Accelerated Reader (AR) will be used, in grades PreK-7th The Principal's Reading Challenge will be promoted, Book-It for K-6th, for 1st and 2nd grades, The READING PAWS Program and school wide participation in Celebrate Literacy Week. 3. Teachers will also employ best practices in reading instruction and, if needed, receive coaching from the Literacy Coach to assist with intervention activities and to design differentiated activities to use with the better performing students. 4. Kindergarten through second grade teachers, in order to have their students reading at the most proficient levels by the time they reach 3rd grade, will employ Saxon Phonics. 5.
Person Responsible	Sherry Watts (wattss@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).

Hardening of the schools security is tantamount to the daily operations of Minneola Charter School. Since our expansion into a third building housing multiple classrooms, it becomes more important to implement school safety measures that assuredly provide the safety of all students and staff members. Currently, we employ 2 School Resource Officers from Lake County who run a split-shift schedule, which along with our School Guardian, ensures that there is always at least 2 people on campus who are armed at all times. Our School Guardian visits all the classrooms in the school to remind and reteach the various expectations of our school safety protocols. The ALICE (Alert, Lockdown, Inform, Counter Evacuate) System is used for the elementary age students to make lockdown drills and active assailant drills less scary and intimidating for the younger students. The Middle Grade students receive training from the guardian and their teachers in how to react during a drill, and practice drills are scheduled monthly to ensure that the training for all students is taking hold. The effectiveness of the training will be noted in how they react during a drill. We have created systems so that all the buildings have a single point of entry. No one can easily enter the school campus without first going through the front office in the main building. From there, pass codes/cipher locks are used to enter the main building from outside. The newest building has secure, electronic locks and magnetically coded identification badges are used to enter that building. All staff members and students are required to wear a school based picture identification badge while they are on campus. We will continue to be vigilant and maintain the heightened sense of awareness that is required to maintain a safe and secure school campus.

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.

Parent Involvement targets for Minneola Charter School include parent participation in after-school events, including parent-teacher nights, Parent-teacher Organization, school festivals, movie nights and other special events. Parents are notified through a variety of media including, phone calls, School Messenger, school Facebook page, Twitter, mobile app, and webpage. Communication also occurs through student agendas, where school-wide behavioral expectations are communicated daily with parents. Parent/Teacher Conferences are also conducted throughout the year to communicate student's progress. Student grades are also available on Skyward. Teachers are required to make a parent phone call if a students grade drops a letter grade.

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.

With the assistance of our Guidance Counselors students who are at-risk or have social-emotional needs can be placed in a variety of programs with parent permission. We have the Elementary Mentorship Program where students meet with a caring and screened adult during their lunchtime

weekly to help build positive relationships. Those students who are in need of additional counseling can be referred to a therapy program which provides on-site counseling to those students whose parents feel is necessary. Our Guidance Counselors and exceptional student education teachers hold weekly social skills group with students who require additional assistance in these areas. The Multi-Tiered System of Supports is also used when a student has additional needs in this area. Grief Counseling is also available for students in the event it is needed. We also have the Reading PAWS program, which provides support with reading while building self-esteem as the student works to become a better reader.

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

Minneola Charter School offers three VPK programs for local students to attend. These programs offer an extended enrichment portion where students remain throughout the school day. Additionally, we have a program for in-coming Kindergarten students, entitled Kindergarten Round-Up. The Kindergarten Round-Up is held in the month of May for students who will be attending Kindergarten the following school year. Students and parents are invited to attend these events, held in the evening, to meet the teachers, become familiar with the building, and participate in academic activities. These events are advertised on the website, school Facebook, Twitter, mobile app, and at local child care facilities, and other community agencies. These readiness assessments are closely analyzed and help make instructional decisions for the upcoming school year.

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.

In order to make sure that resources are properly aligned, our Principal works closely with our Charter School Board, bookkeeping, accountant and leadership team to ensure that all resources are aligned to school goals. Personnel resources are determined based upon student enrollment and class size requirements. Additional personnel decisions are based upon the needs to the school as determined by the Principal in consultation with the Charter Board, accountant, and Leadership Team. Meetings with the Charter Board are held on a monthly and as-needed basis. Inventory is maintained through the data entry clerk and bookkeeper that tracks all school equipment. Additional records are maintained through the bookkeeping office.

Exceptional Student Education funds (IDEA Funds) are determined utilizing a team comprised of administration, ESE School Specialist and both general and special education teachers. These teachers utilize data to determine program focus and goals. Resources are then purchased to maximize impact for ESE Students. These meetings are held when funds are appropriated and then to review progress towards the goals throughout the remainder of the year. ESE School Specialist keeps an inventory of ESE purchases and distribution.

Our Guidance Counselor coordinates the programs related to McKinney Vento Act and migrant and military students. Our Curriculum Resource Teacher, works with Title I tutoring provided to students covered under the McKinney Vento Act. They work closely with our school social worker to ensure that the programs, resources, and family services are in place to support the families.

The Principal reviews faculty needs through a survey process, data chats, and TEAM evaluations to determine professional development initiatives annually, to include conferences and trainings faculty and leadership members need to attend.

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

As part of the MCS Mission and Vision, All students are College Bound. Monthly, a program called CBS or College Bound Student, rewards students who are selected by their classroom teachers. Students chosen should demonstrate the Minneola STARS behavioral initiatives, which will lead to success and a college bound mindset. Each student receives a certificate that announces them as the "Minneola Charter School College Bound Student of the Month ". The ceremony is conducted "Graduation Style", with an administrator calling the students by name, the students making their way to the podium to receive their award, shake hands with their guidance counselor and get their picture taken against the school banner. Community business have donated sling bags, pencils, and coupons for the students to use as part of the incentive. Feedback from parents indicate that this one of their favorite programs, and gets the students excited about the prospect of going to college. On some Fridays, College Team apparel is encouraged to be worn by teachers and staff, to show collegiate pride and to further encourage and raise awareness of a college bound mindset.

All grade levels participate and help design STEAM/STEM Nights. Local community participation is encouraged, and several business and individuals have participated in these STEAM/STEM focused events. Also present at this event is a Wildlife Rescue Organization that brings live animals to the event to show students the importance that all animals have to our local Eco-system. Our school Robotics club demonstrates working robots and prototypes, and robotics clubs from the local middle schools are also invited to participate and demonstrate their robotic creations as well. These STEAM/STEM nights are heavily attended. All students and families sign in to the event upon arrival.

Part V: Budget

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

1	III.A.	Areas of Focus: With an increased focus on students in the lowest 25%, Minneola Charter will raise learning gains in that subgroup to 62%	\$0.00
2	III.A.	Areas of Focus: With a sharp focus on developing positive personal characteristics, Minneola Charter School will utilize the Sanford Harmony Program to teach the 5 Focus Themes of social emotional learning.	\$0.00
3	III.A.	Areas of Focus: With an expectation for excellence, third grade teachers will plan, deliver and differentiate reading instruction so that no 3rd grade students at Minneola Charter School will receive a Level 1 in ELA on the Florida Standards Assessment Exam.	\$0.00
Total:			\$0.00