Triangle Elementary School

2021-22 Schoolwide Improvement Plan

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Triangle Elementary School

1707 EUDORA RD, Mount Dora, FL 32757

https://tre.lake.k12.fl.us

Demographics

Principal: Deborah Hartog

Start Date for this Principal: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: B (57%) 2017-18: B (55%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	67%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Triangle Elementary is committed to a shared purpose and direction. We maintain expectations for student learning which are aligned with our school vision. School personnel and all other stakeholders support our shared purpose, vision, and mission. Our expectations serve as the focus for assessing student performance and effectiveness. Triangle's vision guides allocations of time as well as human, material, and fiscal resources.

MISSION:
The mission of Triangle Elementary School is to embrace diversity by empowering ALL learners to believe, achieve, and excel in life-long learning.

STUDENT PLEDGE:
Today, I will do my work and follow Triangle rules and expectations so I can believe, achieve, and excel in life-long learning.

BELIEF STATEMENTS:
• All Triangle students are learners.
• The Triangle staff strives to meet the unique learning needs of all students.
• Teaching and learning occur in a safe and orderly environment.
• Resources and services support effective teaching and learning.
• Our staff encourages students and community to value tolerance, respect, and self-esteem.
• Our staff members continue to be active learners.
• Our school and community serve and support one another.
• Our school, with parent and community involvement, plans for continued improvement.

Provide the school's vision statement.

VISION:
Triangle Elementary School, in collaboration with families and community, will provide engaging educational opportunities and maintain HIGH expectations for ALL learners to succeed.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
McCray, Tamara	Assistant Principal	-Support the principal's vision for the school -Health Coordinator -Participate in and lead data chats for progress monitoring, and utilize data to support decision making supporting the academic success of our students -Support implementation of intervention and enrichment groups -Classroom Learning Walks -Provide meaningful feedback in a timely manner to support classroom learning -Oversee and evaluate the instructional and non-instructional staff -Provide professional development to support teachers with strategies, interventions, and resources to implement in classrooms to help students make annual learning gains -Discipline of students and staff -Mentor lower quartile students and behavioral support -Facilitate meetings such as leadership, faculty meeting, guiding coalition, and common planning -Safe schools contact -Parent communication and support -Develop partnerships with local community stakeholders -Attend and participate in SAC and APT meetings
Textor, Christina	Other	-Support the principal's vision for the school -Attend leadership meetings -Support ESE students and parents -Provide support of writing and implementing IEPs -Classroom learning walks to observe trends across grade-level teams and school-wide -Provide support to teachers based on trends and collaborative discussions -Participate in quarterly data chats -Mentoring new teachers -Mentoring lower-quartile students -Professional development -APT, Sunshine Committee, SAC
Bolivar, Alexandria	Other	-Support the principal's vision for the school -Attend leadership meetings -Support MTSS process for teachers and parents -Provide interventions and strategies to support students learning -Classroom learning walks to observe trends across grade-level teams and school-wide -Provide support to teachers based on trends and collaborative discussions -Participate in quarterly data chats -Mentoring new teachers -Mentoring lower-quartile students -Professional development -APT, SAC -iReady testing, LSA, APM support

Name	Position Title	Job Duties and Responsibilities
Harris, Angela	School Counselor	-Support the principal's vision for the school -Attend leadership meetings -Testing Coordinator -Social-emotional support for students -ELL contact -504 contact -Small group counseling -Participate in quarterly data chats -Mentoring new teachers -Mentoring lower-quartile students -Professional development
Ingram, Donald	Instructional Coach	-Support the principal's vision for the school -Attend leadership meetings -Support common planning for the teachers in Math and Science, ensuring the focus is on standards based instruction and common assessment -Model best practices for teachers -Classroom learning walks to observe trends across grade-level teams and school-wide -Provide support to teachers based on trends and collaborative discussions -Participate in quarterly data chats -Mentoring new teachers -Mentoring lower-quartile students -Professional development -STEAM, Science Fair, Science Wednesdays support -iReady testing, LSA, APM
Purvee, Joy A.	Dean	-Support the principal's vision for the school -Attend leadership meetings -Discipline of students -Mentor lower quartile students and behavioral support -Coordinate school safety drills -Parent communication and support -Mentoring new teachers -Mentoring lower-quartile students -Professional development -Attend and participate in SAC and APT meetings
Brown, Linton	Teacher, K-12	-Support the principal's vision for the school -Attend leadership meetings -Positive Alternative to School Suspension teacher -Provides academic and behavioral support to students during suspension -Mentoring lower-quartile students
Harlee, Jueanette	School Counselor	-Support the principal's vision for the school -Attend leadership meetings -Testing Coordinator

Name	Position Title	Job Duties and Responsibilities
		-Social-emotional support for students -ELL contact -504 contact -Small group counseling -Participate in quarterly data chats -Mentoring new teachers -Mentoring lower-quartile students -Professional development
Dickson, Tiffany	Other	
Barker, Kimberly A.	Reading Coach	-Support the principal's vision for the school -Attend leadership meetings -Support common planning for the teachers in ELA and Social Studies, ensuring the focus is on standards based instruction and common assessments -Model best practices for teachers -Classroom learning walks to observe trends across grade-level teams and school-wide -Provide support to teachers based on trends and collaborative discussions -Participate in quarterly data chats -Mentoring new teachers -Mentoring lower-quartile students -Professional development -Literacy Fair, Spelling Bee, Tropicana Speech -iReady testing, LSA, APM, Flickers -SIPPS and LLI small group instruction
Hartog, Deborah	Principal	-Establish vision of welcoming and safe environment where learning is a priority -Oversee budgets to ensure spending supports our school goals and the needs of the school -Facilitate data chats for progress monitoring, and utilize data to support decision making supporting the academic success of our students -Support implementation of intervention and enrichment groups -Classroom Learning Walks -Provide meaningful feedback in a timely manner to support classroom learning -Oversee and evaluate the instructional and non-instructional staff -Provide professional development to support teachers with strategies, interventions, and resources to implement in classrooms to help students make annual learning gains -Discipline of students and staff -Mentor lower quartile students and behavioral support -Facilitate meetings such as leadership, faculty meeting, guiding coalition, and common planning -Oversee the implementation of school safety plan

Name	Position Title	Job Duties and Responsibilities
		-Parent communication and support -Develop partnerships with local community stakeholders -Attend and participate in SAC and APT meetings

Demographic Information

Principal start date

Wednesday 7/1/2020, Deborah Hartog

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

698

Identify the number of instructional staff who left the school during the 2020-21 school year.

20

Identify the number of instructional staff who joined the school during the 2021-22 school year.

19

Demographic Data

Early Warning Systems

2021-22

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	117	110	103	109	109	112	0	0	0	0	0	0	0	660
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	5	1	2	4	3	13	0	0	0	0	0	0	0	28
Course failure in ELA	21	25	36	41	29	14	0	0	0	0	0	0	0	166
Course failure in Math	21	24	36	41	29	14	0	0	0	0	0	0	0	165
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/12/2021

2020-21 - 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	
Number of students enrolled	94	105	92	97	88	101	0	0	0	0	0	0	0	577
Attendance below 90 percent	0	18	8	12	12	7	0	0	0	0	0	0	0	57
One or more suspensions	0	5	4	1	2	1	0	0	0	0	0	0	0	13
Course failure in ELA	0	5	6	6	0	0	0	0	0	0	0	0	0	17
Course failure in Math	0	5	6	6	0	0	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	25	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	26	0	0	0	0	0	0	0	28

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	39	50	53	49	62	0	0	0	0	0	0	0	253

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	2	3	2	0	0	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	94	105	92	97	88	101	0	0	0	0	0	0	0	577
Attendance below 90 percent	0	18	8	12	12	7	0	0	0	0	0	0	0	57
One or more suspensions	0	5	4	1	2	1	0	0	0	0	0	0	0	13
Course failure in ELA	0	5	6	6	0	0	0	0	0	0	0	0	0	17
Course failure in Math	0	5	6	6	0	0	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	25	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	26	0	0	0	0	0	0	0	28

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	39	50	53	49	62	0	0	0	0	0	0	0	253

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	2	3	2	0	0	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	58%	57%	50%	59%	56%
ELA Learning Gains				64%	57%	58%	52%	54%	55%
ELA Lowest 25th Percentile				67%	49%	53%	57%	46%	48%
Math Achievement				57%	60%	63%	65%	63%	62%
Math Learning Gains				59%	56%	62%	58%	54%	59%
Math Lowest 25th Percentile				54%	39%	51%	47%	41%	47%
Science Achievement				44%	54%	53%	55%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison						
04	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison		-46%				
05	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	62%	-16%	62%	-16%
Cohort Comparison						
04	2021					
	2019	58%	61%	-3%	64%	-6%
Cohort Comparison		-46%				
05	2021					
	2019	50%	57%	-7%	60%	-10%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	56%	-16%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For 1-3 Progress monitoring we utilized the iReady data for all data points in Math and ELA. In 4th and 5th, we used iReady for Fall and Winter, and we used the FSA data for Spring. Fifth grade Science progress monitoring was done through LSA for Fall and Winter, and we used the FSA data for the Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	54	74
	Economically Disadvantaged			
	Students With Disabilities	22	24	33
	English Language Learners	9	8	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	31	59
	Economically Disadvantaged			
	Students With Disabilities	10	42	45
	English Language Learners	0	15	23

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	23	32
	Economically Disadvantaged			
	Students With Disabilities	0	15	30
	English Language Learners	0	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	26	45
	Economically Disadvantaged			
	Students With Disabilities	0	0	20
	English Language Learners	8	8	33

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	30	41
	Economically Disadvantaged			
	Students With Disabilities	4	13	5
	English Language Learners	30	33	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	23	33
	Economically Disadvantaged			
	Students With Disabilities	8	8	24
	English Language Learners	15	24	29

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	30	59
	Economically Disadvantaged			
	Students With Disabilities			19
	English Language Learners			0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	32	26
	Economically Disadvantaged			
	Students With Disabilities			6
	English Language Learners			15

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	30	40
	Economically Disadvantaged			
	Students With Disabilities			11
	English Language Learners			20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	24	40
	Economically Disadvantaged			
	Students With Disabilities			27
	English Language Learners			13
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	49	34
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	33	33	27	27	36	19				
ELL	23	20		32	20		13				
BLK	25	26		31	23		19				
HSP	29	32	30	37	41	50	27				
MUL	31			46							
WHT	47	47		53	42		60				
FRL	33	28	33	35	29	30	28				
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	33	65	64	47	62	83	45				
ELL	38	64	64	52	76	75	17				
BLK	50	59	65	41	51	52	37				

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
HSP	51	61	63	57	58	47	32				
MUL	50	53		46	32		55				
WHT	62	73	74	72	73	73	56				
FRL	55	67	68	54	57	51	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	47	66	65	52	58	42	50				
ELL	20	38		52	55						
BLK	38	50	53	52	51	47	26				
HSP	54	54	56	72	70	68	73				
MUL	50	42		67	58						
WHT	58	55	67	70	53	27	60				
FRL	47	49	53	62	56	48	53				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	303
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	50
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Triangle was below the state and district percentages in all areas. In ELA, we were 30 points below state in third, 21 points below state in fourth, and 14 points below in fifth. For Math, we were 11 points below state in third, 15 in fourth, and 11 in fifth. Our Science scores were 11 points below the state proficiency percentage. Historically, we have scored higher for overall learning gains and lower quartile gains but we dropped significantly in those categories as well.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to our iReady Diagnostic, 41% of our students met their target goal in Reading and 39% met the goal in Math. Looking at the FSA data, we had more of a deficit in Reading in comparison to the state than Math and Science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We began our school year with approximately 382 of our 730 students on campus and the others were utilizing virtual learning. For our virtual students, it was difficult with many of them having attendance issues, poor participation, and poor internet connections which all impacted their learning. For the start of the 21-22 school year, all students are back to the traditional setting. Through collaborative planning, teachers are being strategic in planning for interventions to fill the gaps of our students. Intervention and enrichment time is built into our master schedule. We have a strategic intervention team in place to push into classrooms on a daily basis to assist with meeting the needs of the students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was not significant improvement in any area.

What were the contributing factors to this improvement? What new actions did your school take in this area?

.

What strategies will need to be implemented in order to accelerate learning?

First, we are working to ensure that standards-based planning is done and the four questions of the PLC process are being addressed. Teachers are utilizing the District Instructional Framework to ensure use of grade appropriate assignments, strong instruction, deep engagement and that high

expectations are met for all students. We will return to using our strategic intervention team to support grade levels with "walk to" interventions. Coaches will provide on-going support to teachers through modeling best practices and supporting planning. Sanford Harmony curriculum will be used to provide social-emotional support as the students transition back to traditional learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers and leaders attended the PLC at Work Conference to understand the process of building a collaborative culture in which teachers work together in recurring cycles of collective inquiry and action research to achieve better results for our students. Information from the conference was presented to the entire staff. Training on BEST standards and Wit & Wisdom provided over the summer. Monthly genius bars will provide professional development based on trends and needs of the teachers. Sanford Harmony training will be provided for all new teachers. Manatee University will provide support and training for the new teachers. District Program Specialist will provide weekly support in common and collaborative planning. A book study will be conducted on Anthony Muhammad's "Closing the Achievement Gap" and "The Opportunity Myth".

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District and School leaders will walk classrooms to collect data to identify trends and need for support. Feedback will be provided to teachers and will be used to determine needs for specific professional development. Coaches will continue to support teachers through peer coaching based on the trends identified.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	With high expectation, teachers will utilize the strategies on the District's Instructional Framework to intentionally plan and focus on student learning; providing multiple opportunities for the student to read, write, think, and talk through authentic literacy. Students can state what they are learning, why they are learning it, and how they know they have learned it. Rationale: If we monitor and support common planning, the3n teachers will intentionally plan and evaluate grade-level student assessments and work products. If we support the District's Instructional Framework, then teachers will understand and utilize setting purpose, modeling, guided instruction, collaborative and independent learning with high expectations for all students. This area of focus supports our goal on increasing overall proficiency in ELA, Math and Science.
Measurable Outcome:	By focusing on this area, we will build capacity of teachers in the Marzano elements as evidenced by CLW's; increase student achievement in ELA proficiency from 35 to 60%, ELA LG from 36% to 65%, ELA LQ LG from 39 to 65%; Math proficiency from 42% to 65%, Math LG from 34 to 65%, Math LQ LG from 29 to 60%; and Science proficiency from 36% to 60%.
Monitoring:	This area of focus will be monitored through classroom learning walks and quarterly data chats.
Person responsible for monitoring outcome:	Deborah Hartog (hartogd@lake.k12.fl.us)
Evidence-based Strategy:	Teachers will be given time for common planning, as well as collaborative planning days, to intentionally plan with support from leadership, including academic coaches, CRT, and administrators. Common planning, collaborative planning days, and professional development will have clearly defined protocols, planning time frame and expected outcomes.
Rationale for Evidence-based Strategy:	If we implement, support, and monitor common planning, then teachers will have the capacity to plan collaboratively creating grade appropriate assignments, providing strong instruction with deep engagement and high expectations. Students will have daily opportunities to read, write, think, and talk through authentic literacy and teachers will utilize a variety of strategies including modeling, guided instruction, purpose, collaborative and independent learning. This will be evidenced through student data and classroom learning walks.

Action Steps to Implement

1. Develop a shared understanding of a Professional Learning Community and how it should look in a school.
2. Review 3 big ideas, 4 pillars and 4 questions with faculty; developing a shared vision, mission, goals, and collective commitments.
3. Ongoing professional development throughout the year on the District Instructional Framework.
4. Create common planning schedule, norms, and expected outcomes.
5. Conduct professional learning monthly through genius bars.
6. Conduct weekly classroom learning walks to look for trends and provide feedback.

Person Responsible	Deborah Hartog (hartogd@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	With high expectations, we will create a culture that ensures a safe and equitable learning environment for all students. Rationale: If we implement, support, and monitor positive behavior support systems, then we will foster a safe and equitable learning environment for all students.
Measurable Outcome:	By increasing positive student behaviors through PBIS strategies and classroom standard operating procedures, we will decrease the number of student referrals and the number of students with suspensions each quarter as identified on the EWS data.
Monitoring:	The EWS data will be monitored and shared with the leadership team to determine need for reteaching expectations at the different grade levels.
Person responsible for monitoring outcome:	Joy A. Purvee (purveej@lake.k12.fl.us)
Evidence-based Strategy:	We will utilize the Sanford Harmony Social-Emotional Learning Program which includes a variety of problem-solving skills; continue the use of the Manatee Market to include student and teacher reward systems such as food, experiences, toys, and gift cards. Also, continue to meet with safety and attendance committees, support the Manatee Mentoring program, and implement Ambassador program to support new students to our campus.
Rationale for Evidence-based Strategy:	If we utilize the Sanford Harmony Social-Emotional Learning Program, PBIS, Manatee Mentoring, and the Ambassador program, then the number of referrals and suspensions will decrease.

Action Steps to Implement

1. Train new teachers to Triangle to use Sanford Harmony curriculum with fidelity to recognize and embrace diversity, and build healthy relationships.
2. Utilize a school-wide Character Education word of the month through games, songs, picture books, etc.
3. Develop and utilize schedule for Manatee Market for reward system.
4. Provide positive incentives for students and teachers to include food items, toys, and gift cards.
5. Meet routinely to disaggregate EWS data and measure impact of utilized resources.
6. Safety and Attendance meetings meet quarterly to discuss findings and/or concerns.
7. Identify students in need of academic/behavioral support and create a schedule for the Manatee Mentoring Program.
8. Implement Triangle Adventure Ambassadors program to support new students to our campus.

Person Responsible Tiffany Dickson (dicksont@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	With high expectations, teachers will understand, plan and use intervention and enrichment strategies to meet the needs of all students in all content areas. If we monitor and support intervention and enrichment strategies, then we will meet the needs of all students across each content area. This area of focus was identified as a critical need based on the need to increase overall proficiency in all areas as evidenced by FSA scores. This affects student learning and success by meeting the needs of students through differentiation and strategic intervention and enrichment.
Measurable Outcome:	Increased overall proficiency in ELA, math and science for all students, including those in the lower quartile (LQ) as evidenced on the FSA; increase support for both teachers and students as evidenced by increases in performance data and classroom learning walk data; increase the number of 3's and 4's on the FSA to 5's and maintain students scoring a 5 by continued enrichment time, strategies and support.
Monitoring:	Quarterly data chats will be conducted to review iReady data, LLI will be implemented and monitored to support the need of fluid grouping during intervention and enrichment time, and formative assessments within the classroom will also be utilized and discussed in common planning.
Person responsible for monitoring outcome:	Tamara McCray (mccrayt@lake.k12.fl.us)
Evidence-based Strategy:	We will create and establish a schedule for the strategic intervention team to push-in to classrooms to assist teachers and students in all grades and content areas; create and establish intervention and enrichment time in the master schedule for all students in all grade levels. Students will be pulled for LLI intervention groups based on their needs.
Rationale for Evidence-based Strategy:	By having specific time scheduled throughout the day for intervention and enrichment, students and teachers alike will get additional support in all grades and content. Leadership will conduct weekly CLW's to measure the impact of the intervention/enrichment time and the strategic intervention team/LLI team will meet weekly to discuss data supporting interventions and needs for modification of the groupings.

Action Steps to Implement

1. Hire qualified additional personnel for strategic intervention team
2. Create intervention/enrichment time within the master schedule
3. Develop and utilize administrative schedule for attending and supporting intervention/enrichment time
4. Conduct weekly classroom learning walks with leadership team
5. Meet weekly to disaggregate data and identify students in need to supports.

Person Responsible Alexandria Bolivar (bolivara@lake.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	With high expectations, we will increase school wide proficiency in ELA through explicit phonics and comprehension instruction using authentic text across various genres. If we utilize strong systematic Phonics instruction through Fundations, then our students in K-2 will increase their reading proficiency as evidence by i-Ready to 50% or higher on the end of the year iReady assessment. Based on beginning of the year iReady data, 25% of our K students are proficient, 7% of first grade students demonstrate proficiency, and 18 % of our second grade students are proficient. According to our 2021 FSA data for grades 3-5, we fell below 50% proficiency in ELA at 36%. If we will support struggling readers in third through fifth grade with small group interventions utilizing SIPPS for phonics instruction, and LLI (Leveled Literacy Intervention) to improve fluency and comprehension, then our ELA proficiency will increase from 35 to 39%.
Measurable Outcome:	Increase student achievement in ELA proficiency from 35 to 39%, ELA LG from 36% to 40%, and ELA LQ LG from 39 to 43% as evidenced on the FSA.
Monitoring:	Quarterly data chats will be conducted to review iReady data, LLI will be implemented and monitored to support the need of fluid grouping during intervention and enrichment time, and formative assessments within the classroom will also be utilized and discussed in common planning.
Person responsible for monitoring outcome:	Alexandria Bolivar (bolivara@lake.k12.fl.us)
Evidence-based Strategy:	We will create and establish a schedule for the strategic intervention team to push-in to classrooms to assist teachers and students in all grades and content areas with small group instruction. We will create and establish intervention and enrichment time in the master schedule for all students in all grade levels. Students will be pulled for LLI intervention groups based on their needs. LLI is an evidence-based strategy which provides intensive, small group instruction to improve fluency and comprehension skills which will be used to increased our FSA proficiency scores from 35% to 39% or higher.
Rationale for Evidence-based Strategy:	By having specific time scheduled throughout the day for intervention and enrichment, students and teachers alike will get additional support in all grades and content. Leadership will conduct weekly CLW's to measure the impact of the intervention/enrichment time and the strategic intervention team/LLI team will meet weekly to discuss data supporting interventions and needs for modification of the groupings

Action Steps to Implement

1. Utilize SIPPS during intervention block to support targeted small group instruction in grades K-2 to increase student reading abilities.

Person Responsible Kimberly A. Barker (barkerk@lake.k12.fl.us)

2. We will implement and utilize the LLI program to support the lower quartile across grade levels. Groups will be determined by ability level to support reading comprehension with targeted remediation. LLI lab will be created.

Person Responsible Alexandria Bolivar (bolivara@lake.k12.fl.us)

3. Teachers will meet with MTSS team to discuss student progress and achievement as evidenced through progress monitoring. MTSS coach will support teachers through this process.

Person Responsible   Alexandria Bolivar (bolivara@lake.k12.fl.us)

4. K-2 teachers will provide systematic phonics instruction through implementation of Fundations curriculum. Literacy Coach will support and provide feedback as needed during common planning, by modeling, and through the coaching cycle.

Person Responsible   Kimberly A. Barker (barkerk@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the school safety dashboard, our school is "very low" for the number of incidents reported, however, we are "very high" with our number of suspensions at 43 in-school and 22 out-of-school. The EWS data will be monitored and shared with the leadership team to determine need for reteaching expectations at the different grade levels. Students will be identified as high need for behavior support and will receive an on-campus mentor and added to our Manatee Mentoring group.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Triangle Elementary has two full-time school counselors, a Mental Health Liaison, Dean and PASS (positive alternative to school suspension) teacher. They are all available for our students and parents to address needs in confidence. They are able to refer families to local agencies for behavioral and emotional needs. Our school social worker and title 1 contact work closely with our family in need by providing backpacks, school supplies, clothes, shoes, food and support for our homeless families. We also provide referrals to Life Stream, Big Bear Behavioral and UCF CARD (Center for Autism and Related Disabilities). As a team, they work to support our students' behavior, attendance and emotional goals in the

educational setting.

Our PBIS program also includes a mentoring program, "Manatee Mentors," where school personnel and other community stakeholders are assigned to students in need of support and guidance. They provide mentoring for academic, behavioral and social skills issues for all students, especially our ELL subgroup. Outside school mentors are also provided for students through outside community partnerships. In addition, we are utilizing the Sanford Harmony program for social-emotional lessons starting with the 2019-2020 school year. The lessons will be taught to students and supported by the counselors and mental health liaison.

Our Transition to Kindergarten nights are designed to strengthen the relationships between the teachers and staff of the school and the parents and students. Materials are given to each student to practice various skills at home before the school year starts. This is done in the spring for three months.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parent and community involvement is vital to our school. Parents and community members comprise two of the most important groups of our stakeholders. Community partners include: Mount Dora Police Department, Lake County Sheriff's Office, Mount Dora Kiwanis, Mount Dora Women's Club, Dominoes Pizza, Publix, Sonic, Burger King, Oakwood, Triangle Lanes, First United Methodist Church of Mount Dora, First Baptist Church of Mount Dora, Saint Phillips Lutheran Church, Northland Church, 7-11 and ValuTeachers, just to name a few. Many of these partners give their time as mentors, financial contributors for supplies, community services projects, and academic achievement (attendance, honor roll, etc.) as well volunteer for special projects and events held at the school.
Years ago, we started a school-wide initiative to boost both student achievement and community involvement through in-school presentations and activities. We will continue these presentations as well as a monthly community service outreach recognizing service groups who support our school.
We will also continue our partnership with the Mount Dora Police Department, who provide a full-time SRO to keep the school safe and help build community relations.
Our 2020-2021 PFEP has been uploaded for review. Communications are sent home in a language parents can understand.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				$154,788.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	140-Substitute Teachers	0521 - Triangle Elementary School	Title, I Part A		$6,600.00
			Notes: Substitutes for collaborative planning days, which will allow teacher to work together to plan for upcoming standards-based lessons, as well as differentiated small group lessons for intervention and enrichment.			
	6400	590-Other Materials and Supplies	0521 - Triangle Elementary School	Title, I Part A		$2,000.00
			Notes: Books will be purchased for teachers to participate in a school-wide book study.			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0521 - Triangle Elementary School	Title, I Part A		$8,000.00
		Notes: Teachers will work on writing teams to align new curriculum with Florida's Best Standards and the Next Generation Sunshine State Standards. They will provide a product of a curriculum map and instructional implementation plan.				
	5100	120-Classroom Teachers	0521 - Triangle Elementary School	Title, I Part A		$69,989.00
		Notes: Math Resource Teacher/Coach works with teachers in planning to ensure lessons are aligned to the standards and best practices are being implemented. The Math Resource Teacher/Coach will monitor data to determine the needs of the students and support with small group instruction.				
	6400	130-Other Certified Instructional Personnel	0521 - Triangle Elementary School	Title, I Part A		$68,199.50
		Notes: Literacy Coach provides planning support and professional development for teachers, and works directly with students in grades K-5 to ensure literacy needs are met and students improve their academic growth in reading, comprehension, vocabulary, and writing.				
2	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	500-Materials and Supplies	0521 - Triangle Elementary School	Title, I Part A		$4,000.00
		Notes: Parent involvement funds will be used to purchase food items and materials needed for family events. Educational materials such as manipulatives for use at the parent nights and for Transitioning to Kindergarten Nights.				
3	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**				**$244,290.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0521 - Triangle Elementary School	Title, I Part A		$8,000.00
		Notes: Funds will be used to support the needs of walk to intervention and enrichment groups.				
	5100	520-Textbooks	0521 - Triangle Elementary School	Title, I Part A		$10,000.00
		Notes: Funds will be used to purchase supplemental materials such as iReady and Motivational Math to support classroom curriculum and the needs of the students.				
	5100	120-Classroom Teachers	0521 - Triangle Elementary School	Title, I Part A		$64,469.00
		Notes: MTSS coach will support teachers with implementation and documentation of Tier 2 and Tier 3 interventions.				
	5100	150-Aides	0521 - Triangle Elementary School	Title, I Part A		$161,821.00
		Notes: Teacher assistants are utilized for the strategic intervention team providing intervention for students using LLI and SIPPS.				
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$7,352.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0521 - Triangle Elementary School	Other Federal		$3,000.00
		Notes: SAI funds will be used to purchase supplies to support the implementation of LLI for intervention with our lower quartile students.				

	5100	520-Textbooks	0521 - Triangle Elementary School	Other Federal		$4,352.00
			Notes: SAI funds will be used to purchase additional materials and books to support intervention using SIPPS and LLI curriculum.			
					Total:	**$410,430.50**