Lake Butler Elementary School

2021-22 Schoolwide Improvement Plan

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Lake Butler Elementary School

800 SW 6TH ST, Lake Butler, FL 32054

www.union.k12.fl.us/lbes

Demographics

Principal: Emilee Mecusker   Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: B (56%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Union 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-4	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

The purpose of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and community.

Provide the school's vision statement.

The purpose of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and community.

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
Tucker, Marcie	Principal	Marcie Tucker, Principal = Provides a vision for data-based decision making. Ensures that the team is implementing MTSS. Provides professional development to support MTSS implementation and communicates with parents regarding school-based MTSS plans and activities.
Mecusker, Emilee	Assistant Principal	Emilee Mecusker, Assistant Principal = Provides a vision for data-based decision making. Ensures that the team is implementing MTSS. Provides professional development to support MTSS implementation and communicates with parents regarding school-based MTSS plans and activities.
Taylor, Shanna	Math Coach	Shanna Taylor, Math Coach = Develops, leads, and evaluates school math content standards and programs. Identifies and analyzes literature and research on math. Identifies intervention strategies. Analyzes math data so that appropriate professional development is planned.
Rahn, Amber	Teacher, ESE	Amber Rahn, PreK ESE TeacherProvides insight into curriculum issues that are relevant to the ESE self-contained classroom.
Sapp, Dodie	Teacher, K-12	Dodie Sapp, Kindergarten Teacher = Provides insight into curriculum issues that are relevant to the kindergarten classroom.
McDaniel, Lynda	Teacher, K-12	Lynda McDaniel, Kindergarten Teacher = Provides insight into curriculum issues that are relevant to the kindergarten classroom.
Griffis, Heather	Teacher, K-12	Heather Griffis, First Grade Teacher = Provides insight into curriculum issues that are relevant to the first grade classroom.
Tomlinson, April	Teacher, K-12	April Tomlinson, Second Grade Teacher = Provides insight into curriculum issues that are relevant to the second grade classroom.
Personette, Tawnya	Teacher, K-12	Tawnya Personette, Second Grade Teacher = Provides insight into curriculum issues that are relevant to the second grade classroom.
Zipperer, Barbara	Teacher, K-12	Barbara Zipperer, Fourth Grade Teacher = Provides insight into curriculum issues that are relevant to the fourth grade classroom.
Rogers, Loree	Teacher, ESE	Loree Rogers, ESE Teacher = Provides insight into curriculum issues that are relevant to the ESE self-contained classroom.

Name	Position Title	Job Duties and Responsibilities
Moseley, Jacquie	Instructional Media	Jacquie Moseley, Media Specialist = Provides insight into curriculum issues that are relevant to all grade levels.
Sellers, Stephanie	Dean	Stephanie Sellers, Dean = Provides insight into social/emotional needs of the entire student body.
Ricketson, Julee	School Counselor	Julee Ricketson, Guidance Counselor = Provides insight into social/emotional needs of the entire student body.
Kish, Maria	School Counselor	Maria Kish, Guidance Counselor = Provides insight into social/emotional needs of the entire student body.
Griffis, Chrissie	School Counselor	Chrissie Griffis, Guidance Counselo = Provides insight into social/emotional needs of the entire student body.
O'Steen, MaryAnne	Teacher, K-12	MaryAnne O'Steen, Reading Interventionist = Provides insight into curriculum issues that are relevant to all grade levels.
Saunders, Celeste	Teacher, K-12	Celeste Saunders, Reading Interventionist = Provides insight into curriculum issues that are relevant to all grade levels.
Dukes, Kelly	Teacher, K-12	Kelly Dukes, Reading Interventionist = Provides insight into curriculum issues that are relevant to all grade levels.
Dukes, Tricia	Teacher, K-12	Tricia Dukes, Reading Interventionist = Provides insight into curriculum issues that are relevant to all grade levels.
Daniel, Megan	Teacher, K-12	Megan Daniel, Third Grade Teacher = Provides insight into curriculum issues that are relevant to the fourth grade classroom.
Willingham, Rhonda	Teacher, K-12	Rhonda Willingham, Third Grade Teacher = Provides insight into curriculum issues that are relevant to the fourth grade classroom.

Demographic Information

Principal start date
Friday 7/1/2016, Emilee Mecusker

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.*
4

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.*

5

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,077

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

11

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

14

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	24	18	20	6	14	0	0	0	0	0	0	0	0	82
One or more suspensions	1	1	3	0	1	0	0	0	0	0	0	0	0	6
Course failure in ELA	34	9	7	4	1	0	0	0	0	0	0	0	0	55
Course failure in Math	12	5	3	5	2	0	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	5	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	3	0	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	1	2	2	2	0	0	0	0	0	0	0	0	7

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

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

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	46	14	10	9	3	0	0	0	0	0	0	0	0	82
Students retained two or more times	0	1	2	1	2	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Sunday 8/1/2021

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	187	178	183	174	156	0	0	0	0	0	0	0	0	878
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	22	0	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	22	0	0	0	0	0	0	0	0	22

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	39	14	10	3	1	0	0	0	0	0	0	0	0	67
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	187	178	183	174	156	0	0	0	0	0	0	0	0	878
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	22	0	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	22	0	0	0	0	0	0	0	0	22

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	39	14	10	3	1	0	0	0	0	0	0	0	0	67
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				74%	74%	57%	65%	65%	56%
ELA Learning Gains				71%	71%	58%	54%	54%	55%
ELA Lowest 25th Percentile				65%	65%	53%	45%	45%	48%
Math Achievement				83%	83%	63%	75%	75%	62%
Math Learning Gains				88%	88%	62%	59%	59%	59%
Math Lowest 25th Percentile				86%	86%	51%	40%	40%	47%
Science Achievement						53%			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	69%	69%	0%	58%	11%
Cohort Comparison						
04	2021					
	2019	76%	76%	0%	58%	18%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	73%	0%	62%	11%
Cohort Comparison						
04	2021					
	2019	92%	91%	1%	64%	28%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

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

K-4th used i-Ready Reading and i-Ready Math for progress monitoring.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	46	69
	Economically Disadvantaged			
	Students With Disabilities	5	23	39
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	24	66
	Economically Disadvantaged			
	Students With Disabilities	3	13	42
	English Language Learners	0	0	0

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	39	59
	Economically Disadvantaged			
	Students With Disabilities	6	24	32
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	24	48
	Economically Disadvantaged			
	Students With Disabilities	4	18	25
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	68	78
	Economically Disadvantaged			
	Students With Disabilities	29	46	57
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	36	66
	Economically Disadvantaged			
	Students With Disabilities	10	30	55
	English Language Learners	N/A	N/A	N/A

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	39	59
	Economically Disadvantaged			
	Students With Disabilities	22	24	30
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	45	73
	Economically Disadvantaged			
	Students With Disabilities	17	27	45
	English Language Learners	N/A	N/A	N/A

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	47			56							
BLK	43			63							
MUL	47			71							

	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
WHT	67			77							
FRL	53			69							
	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	49	48	58	64	78	71					
BLK	60	62		70	81						
HSP	75			75							
WHT	76	71	73	85	89	82					
FRL	66	66	59	78	87	86					
	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	53	57	52	55	61	44					
BLK	47	59	50	56	36	25					
HSP	80			100							
WHT	69	54	44	77	61	45					
FRL	63	50	40	72	56	35					

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	75
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	
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	4
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	53
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

We score higher than the state in both ELA and Math. In 2019, we were above the state average in achievement, learning gains, and lowest 25% for both ELA and Math.

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

The data indicated that vocabulary was a weakness in grades K-4 in all subgroups. In math, numbers and operations fractions were areas of weakness in grade 3. In the other grades, operations and algebraic thinking is the area in need of improvement.

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

Vocabulary is a need due to the fact that this is a low rural socioeconomic area. Many of our students are not exposed to print rich vocabulary. Each teacher is focusing on the skill of vocabulary this year in their classrooms. In math, teachers are using standards based instruction. We also use progress monitoring for these weak areas. Also, in both ELA and Math, there were foundational skills that were deficient due to Covid.

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

Our levels 1 & 2 in 4th grade ELA have shown an increase from 2019-2021. In addition, the third grade ELA level 1 and level 5's have increased. In 4th grade, our Math levels 1,2, and 3 have shown an increase. In 3rd grade, our level 1 and level 3 have increased.

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

In ELA, we use tier 2 & 3 interventions to help improve the achievement gap. Data chats with teachers have also been beneficial for ELA and Math. The new action that we are taking is to implement the B.E.S.T standards for ELA. We participate in the summer literacy professional development. The teachers are focused on specific skills, in small groups, to improve the achievement gap. Each week the administration will be conducting literacy walks and providing feedback to the teachers in order to provide professional learning. Also, the teachers will participate in weekly grade level professional learning communities where they will discuss data and what they are teaching, and how they are teaching it.

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

Tier 3 intervention groups are used to accelerate learning. In addition, we have ELA and Math bubble groups in Grades 3 & 4 to help promote learning. We are conducting grade-specific literacy nights where parents can come and learn ways to help their children at home. We have also added the Heggerty Phonological Awareness activities in kindergarten that will be taught daily with fidelity.

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.

Grades K-4 have had training in the B.E.S.T standards and i-Ready training on vocabulary development. We also have a new literacy committee that will be meeting quarterly to focus on improving literacy practices in the classroom. We have a team of teachers and administrators that are participating in the NEFEC Rural Connect that focused on literacy in order for them to share with other teachers on their team.

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

1. Providing instruction in vocabulary as a result of the data.
2. Work on improving the lowest quartile in Reading by continuing Tier 3 interventions.
3. We are training teachers on the B.E.S.T. standards so that they are aware of standards and can implement them with fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Delivering targeted small group interventions within the reading block (Tier 2) and in addition to the 90 minute reading block (Tier 3) to close the achievement gap using explicit, systematic, multisensory instruction. Teachers will meet weekly in PLC's to discuss ways to close the achievement gap.
Measurable Outcome:	Students in Tier 3 will be able to transition to Tier 2 status.
Monitoring:	Monthly MTSS meetings will occur to discuss students' progress and their tier placement. Intervention binders are kept to record ongoing interventions that occur.
Person responsible for monitoring outcome:	Marcie Tucker (tuckerm@union.k12.fl.us)
Evidence-based Strategy:	Saxon Phonics, Ready Teacher Toolbox lessons, whiteboard word work, word work with letter tiles, work with elkonan boxes, Heggerty Phonemic Awareness, ect.
Rationale for Evidence-based Strategy:	Students with substanial reading deficiencies will benefit from working with reading endorsed, certified teachers on multi-sensory, hands-on engaging strategies incorporating adequate review and reception.

Action Steps to Implement

1. Administer diagnostic (either FLKRS, i-Ready, or FSA)
2. Identify Tier 2 and Tier 3 students using K-12 Decision Tree
3. Place students in groups of four or less
4. Providing quality intervention to selected students
5. Assess students biweekly for progress monitoring purposes

Person Responsible	Marcie Tucker (tuckerm@union.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Teachers need to work collaboratively to find ways to help students dig deeper for a better understanding of mathematical concepts and standards.
Measurable Outcome:	Increase the number of students scoring at or above grade level on the i-Ready math diagnostic. Increase the number of students scoring level 3 or higher on math FSA.
Monitoring:	Data chats will occur with Math Coach and Principal to discuss students' progress and interventions that can occur to help increase the number of students scoring a level 3 or higher.
Person responsible for monitoring outcome:	Shanna Taylor (taylors@union.k12.fl.us)
Evidence-based Strategy:	1. Grade level planning 2. Target struggling students 3. Target Tier 2 & 3 students in small group remediation and implementing i-Ready for tier 3 students 4. Utilize Savvas curriculum within lessons-standards based instruction
Rationale for Evidence-based Strategy:	Grade level planning is a key to making the Savvas curriculum work. The teachers are able to meet weekly to discuss the curriculum and share ideas of ways to implement the curriculum and how to "dig deeper" into concepts/standards. Assessments are reviewed and discussed. ESE teachers and paras are pushed into classes to provide support to the needs of our diverse population.

Action Steps to Implement

1. Grade level planning to implement math curriculum and develop pacing guide.

Person Responsible	Shanna Taylor (taylors@union.k12.fl.us)

Modeling instruction to whole group and small groups.

Person Responsible	Shanna Taylor (taylors@union.k12.fl.us)

Fills the gaps with B.E.S.T. standards.

Person Responsible	Shanna Taylor (taylors@union.k12.fl.us)

Math bubble groups, conducted by teachers with a math background, to work with levels 3 and 4 in order to keep them at or above this level

Person Responsible	Marcie Tucker (tuckerm@union.k12.fl.us)

Monitor and review data

Person Responsible	Marcie Tucker (tuckerm@union.k12.fl.us)

Classroom observations

Person Responsible	Marcie Tucker (tuckerm@union.k12.fl.us)

#3. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Teachers need to work collaboratively to find ways to help the students dig deeper for a better understanding of Reading and Language Arts concepts and standards. Teachers meet weekly in PLC's to find ways to close the achievement gap.
Measurable Outcome:	Increase the number of students scoring at or above level on i-Ready Reading diagostic. Increase the number of students scoring level 3 or higher on FSA Reading.
Monitoring:	Data chats will occur with Reading Coach and Principal to discuss students' progress and interventions that can occur to help increase the number of students scoring a level 3 or higher.
Person responsible for monitoring outcome:	Marcie Tucker (tuckerm@union.k12.fl.us)
Evidence-based Strategy:	1. Grade level collaboration and vertical collaboration. 2. Grade level planning (PLC) to prepare for the rigor of the test. 3. Use of Ready book in the classroom. 4. Use of i-Ready in the classroom. 5. FSA parent night to inform parents of the rigor of the FSA. 6. Intervention groups to work with students to keep them at a level 3 or higher.
Rationale for Evidence-based Strategy:	Teacher, faculty, and parent collaboration is the main aspect of the strategy. It requires all stakeholders to work together to help the students to reach their highest potential.

Action Steps to Implement

1. Grade level planning and vertical planning (K-4).
2. Curriculum focus map and lesson planning.
3. Identify intervention students and divide into groups.
4. Begin intervention instruction.
5. Monitor and analyze student data on progress monitor assessments.
6. Teach explicit lessons using Ready book.
7. Have FSA parent night to inform parents of the rigor of the test.

Person Responsible	Marcie Tucker (tuckerm@union.k12.fl.us)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Teachers need to work collaboratively to find ways to help the students dig deeper for a better understanding of science concepts and power standards. Teachers will focus on the Earth and Space Strand.
Measurable Outcome:	Increase the number of students who are proficient on the end of course science exam.
Monitoring:	The Earth and Space strand is the weakest area on the 5th grade FCAT science test. We will focus on this area. Evidence will be monitored through lesson plans and focus calendar.
Person responsible for monitoring outcome:	Marcie Tucker (tuckerm@union.k12.fl.us)
Evidence-based Strategy:	1. Grade level planning to ensure teachers are appropriately covering the power standards within lessons. 2. Ensure lessons contain explicit, systematic, and mutlisensory instruction.
Rationale for Evidence-based Strategy:	Grade level planning is key to ensuring science lessons are multisensory and explicity taught including videos and hands-on experiments. The teachers are able to meet weekly to discuss the curriculum and shares ideas of ways to implement and "dig deeper" into science concepts. Assessments are reviewed and discussed.

Action Steps to Implement

1. Grade level planning and vertical planning (K-4).
2. Curriculum focus map and lesson planning.

Person Responsible Marcie Tucker (tuckerm@union.k12.fl.us)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Teachers and students need to effectively apply the knowledge, attitudes,and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Measurable Outcome:	Increase the amount of social/emotional learning lessons being conducted in K-4.
Monitoring:	We have added an additional guidance counselor for grades PreK-2. This will provide more opportunities for social/emotional lessons to be conducted. Guidance Counselors and Health Teacher will document the types of lessons taught.
Person responsible for monitoring outcome:	Maria Kish (kishm@union.k12.fl.us)
Evidence-based Strategy:	1. Teacher/Student mentoring 2. Teacher referrals for students who need couseling 3. PBS (Positive Behavior Support) rewards in the classroom weekly. Quarterly for the school.
Rationale for Evidence-based Strategy:	The culture of our school lends itself to working on the entire social/emotional growth of the student. Research shows that lessons taught explicitly throughout the curriculum will increase the overall academics of the student.

Action Steps to Implement

1. Conduct lessons in health class.
2. Guidance counselors will conduct lessons in classrooms.
3. Teachers will refer students who need counseling.
4. The principal will read a character trait book to the school (monthly).
5. Social/emotional needs will be discussed at MTSS meetings.

Person Responsible	Maria Kish (kishm@union.k12.fl.us)

#6. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Teachers will work collaboratively to develop lessons to upload into Google Classroom and will work with students to familiarize them with using Google Classroom in case schools closures occur.
Measurable Outcome:	Teachers will upload one lesson each week into Google Classroom and assign this lesson to their class to either complete individually or whole group depending on the age level.
Monitoring:	Administration will be able to access teachers' google drive and see that lessons are being uploaded.
Person responsible for monitoring outcome:	Marcie Tucker (tuckerm@union.k12.fl.us)
Evidence-based Strategy:	1. Grade level collaboration. 2. Teachers upload at least one lesson per week to Google Classroom. 3. Use of Google Classroom in the classroom setting.
Rationale for Evidence-based Strategy:	Grade level planning is the key to ensuring the lessons for ELA, Math, and Science are being uploaded into Google Classroom. The teachers will work together to make sure all of the standards are covered and that lessons are rigorous and contain explicit, systematic instruction.

Action Steps to Implement

1. Grade level collaboration and planning.
2. Teachers uploading lessons into Google Classroom once a week.
3. Teachers using Google Classroom to model lessons in the classroom.
4. Teachers assign lessons in Google Classroom.

Person Responsible Marcie Tucker (tuckerm@union.k12.fl.us)

#7. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Teachers and students will work collaboratively to set and achieve positive goals. Students will establish and maintain positive relationship and make responsible decisions.
Measurable Outcome:	Decrease the amount of behavioral issues that result in tracks and/or referrals.
Monitoring:	Stephanie Sellers, dean, will monitor the amount of tracks and/or referrals and determine what locations and/or situations where problems are arising.
Person responsible for monitoring outcome:	Stephanie Sellers (sellerss@union.k12.fl.us)
Evidence-based Strategy:	1. Review rules with students. 2. Teachers will complete Happy Class or Happy Class Little Birds to improve behavior management. 3. Positive Behavior rewards in the classroom. Quarterly rewards for the school.
Rationale for Evidence-based Strategy:	Our school implements the PBIS (Positive Behavior and Intervention Support) model. Classroom rewards are very effective at maintaining correct behavior. In addition, our quarterly rewards are something "big" that students can look forward to earning.

Action Steps to Implement

1. Introduce and/or review rules.
2. Teacher's completion of Happy Class module for student behavior management.
3. PBIS team meets regularly to determine school-wide rewards.
4. Students earn opportunities to attend schoolwide PBIS events.

Person Responsible	Stephanie Sellers (sellerss@union.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.

Based on the 2019-2020 data, Lake Butler Elementary School has 4.7 per 100 incidents of suspension as compared to the state average of 10.2 per 100. Our primary area of concern is disrespect. Our secondary area of concern is disruption in class/campus. In order to lessen the number of suspensions and incidents on campus, the school is implementing several procedures. First, a Dean and another guidance counselor were added to the faculty. Second, teachers mentor at-risk students in order for them to have a positive feedback from other adults that are not their teachers. Third, a mental health book study will be conducted to discuss ways to help students with behavioral issues. Last, we are documenting behavior on our MTSS forms and showing interventions that are occurring in the classroom. The Dean will monitor the school culture and environment and update the faculty on issues that have arisen and ways to improve behavior management. Our PBIS incentives will be used to encourage appropriate behavior.

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.

There are a variety of ways the school builds positive relationships with parents, families, and other community stakeholders. First, the school has a school Facebook page and a school PTO Facebook page where events are updated in a timely manner. Parents are easily able to find out current information about the school and upcoming events. In addition, a paper newsletter is sent home each week with students. Also, most teachers send home weekly newsletters as well. The school also has a SAC (School Advisory Committee) that consists of parents, teachers, and community members. This committee helps make decisions that impact the school. Furthermore, each grade level conducts open houses that give parents a chance to meet the teacher. In addition, Kindergarten through Fourth Grade conducts a Parent Literacy Night to offer suggestions of ways to help your children at home. Our school participates in PBIS (Positive Behavior and Intervention Support). Each nine weeks we have a special reward, such as a fall carnival. Many of our parents volunteer to help with this event. We also have many parents volunteer on field day, school field trips, and reward field trips.

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

The school leadership team meets every week to discuss issues relevant to the school. This team disaggregates the data to see which programs and resources should be implemented at each grade level. They also decide which programs will best enhance the instruction to ensure that all students can show learning gains. This team decides which personnel would best meet the needs for each program. The team develops interventions and provides resources to help students and teachers. The team decides if the intervention is working or if they need to change the intervention.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				$1,117.76
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$1,117.76
			Notes: FSA Math Assessment - 3rd Grade			
3	**III.A.**	**Areas of Focus: Instructional Practice: B.E.S.T. Standards**				**$35,167.05**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$20,202.09
			Notes: Saxon Phonics			
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$6,631.63
			Notes: Florida Ready ELA Student Assessments			
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$1,701.70
			Notes: Scholatic - Storyworks			
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$6,631.63
			Notes: Benchmark Reading Series			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$9,205.65**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$946.00
			Notes: Time for Kids			
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$1,190.00
			Notes: Scholastic - "Science Spin"			
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$1,701.70
			Notes: Scholastic - "Let's Find Out"			
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$5,367.95
			Notes: Scholastic News			
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning**				**$0.00**
7	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$113.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0031 - Lake Butler Elementary School	General Fund	1037.0	$113.00
			Notes: Brag Tags			
					Total:	**$45,603.46**