

Polk County Public Schools

Scott Lake Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Scott Lake Elementary School

1140 COUNTY ROAD 540A E, Lakeland, FL 33813

<http://schools.polk-fl.net/scottlake>

Demographics

Principal: Tangela Durham

Start Date for this Principal: 6/17/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (54%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Polk 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Scott Lake Elementary School

1140 COUNTY ROAD 540A E, Lakeland, FL 33813

<http://schools.polk-fl.net/scottlake>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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

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.

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.

Scott Lake Elementary promotes opportunities for all students to achieve to their maximum potential in all aspects of life - academic, social, emotional, and physical for the purpose of educating the whole child.

Provide the school's vision statement.

To educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, and compassionate members of society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Durham, Tangel	Principal	<p>Principal: The Principal is the driving force and instructional leader of the school. She leads and assists in setting up structures for high impact instruction, data-based decision-making, and a collaborative culture. She monitors the progress of intentional planning by attending weekly grade level collaborative planning sessions as well as PLCs. She also conducts daily walkthroughs, provides consistent formative feedback to support the professional growth of all teachers, and openly communicates with parents to build positive relationships.</p> <p>The Leadership Team consists of administrators, counselors, academic coaches, and teacher leaders. The team meets weekly to collaboratively plan with teachers as well as assist with interventions for students' success. The team is responsible for the analyzing weekly/monthly data and links that data to instructional decisions. In addition, the team reviews progress monitoring data with teachers to identify students who are at moderate or high risk for not meeting state standards. This team is also responsible for facilitating the process of making decisions about the implementation of effective interventions.</p>
Kaufmann, Ron	Assistant Principal	<p>Assistant Principal: Assists the Principal in providing a common vision for the use of data-based decision-making, in the assessment of school staff, and assists with the monitoring of implementation of intervention and necessary documentation. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas. He provides commentary on a weekly basis and works with the principal to make schedule adjustments as needed. The assistant principal also provides and supports common vision for PBIS and CHAMPS by enforcing protocol and policy. The Assistant Principal will also ensure that classrooms have the necessary materials/furniture/arrangements that are conducive to learning based on teacher discretion.</p>
Brennan, Melissa	Instructional Coach	<p>K - 2 Reading/Math Coach - Mrs. Brennan analyzes reading and math data in order to identify students in need of extra support; uses supplemental resources to increase achievement; meet with targeted students; plan with teachers to determine additional needs/improvements of students, and provide small group instruction to students in the lowest quartile. Participates in grade level collaborative planning with a standards-focus, monitoring for the rigor of the standards, and teaching with the most effective instructional strategies aligned with Marzano's framework. Delivers professional development aligned with our priorities, provide grade-level, and one-on-one coaching as well as additional support to both teachers and students in meeting the rigor of the standards. Also gathers resources for support within all three tiers, follow up on individual student progress and identify professional development needs in order for interventions to be successful and provide coaching/mentoring support to strengthen core.</p>

Name	Position Title	Job Duties and Responsibilities
Husted, Shelby	Instructional Coach	3 - 5 Reading/Math Coach - Mrs. Husted analyzes reading and math data in order to identify students in need of extra support; uses supplemental resources to increase achievement; meet with targeted students; plan with teachers to determine additional needs/improvements of students, and provide small group instruction to students in the lowest quartile. Participates in grade level collaborative planning with a standards-focus, monitoring for the rigor of the standards, and teaching with the most effective instructional strategies aligned with Marzano's framework. Delivers professional development aligned with our priorities, provide grade-level, and one-on-one coaching as well as additional support to both teachers and students in meeting the rigor of the standards. Also gathers resources for support within all three tiers, follow up on individual student progress and identify professional development needs in order for interventions to be successful and provide coaching/mentoring support to strengthen core.
Thomas, Jackie	Other	<p>Media Specialist: Provides knowledge of availability and suitability of information resources to support curriculum initiatives, engages in the developmental process with the planning team, using knowledge of school curriculum and professional resources, facilitates the use of presentation tools in print, technology, and media for dissemination efforts, and serves as an expert in organizing, synthesizing, and communicating information.</p> <p>Title One Coordinator and Parent Engagement Liaison: Professional duties will involve attending staff meetings, in-service workshops, and community events to stay informed of Title I compliance issues, and current trends and best practices for family engagement that will help support the role of the liaison working with parents and families in Title I schools.</p>
Shim, Candace	School Counselor	Provides training and support in the MTSS process annually and as needed; works with teachers through the problem-solving cycle; facilitates leadership meetings related to MTSS. Teaches students through classroom guidance lessons, provides classroom guidance lessons; works with the Principal and/or Assistant Principal on issues of behavior; acts as a parent contact for parents who have academic and/or social and emotional concerns related to their child. Spearheads all aspects of PBIS.
Single, Tracy	Other	Coordinates educational placement and appropriate services for students with disabilities. Also serves as the lead representative at staffing meetings and IEP (Individual Education Plan) meetings and provides direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

Demographic Information

Principal start date

Friday 6/17/2022, Tangela Durham

Number of teachers with a 2022 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 2022 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

53

Total number of students enrolled at the school

715

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	115	109	118	130	112	121	0	0	0	0	0	0	0	705
Attendance below 90 percent	28	26	28	31	24	28	0	0	0	0	0	0	0	165
One or more suspensions	1	4	4	2	1	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	1	1	2	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	2	1	2	1	0	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	13	30	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	12	30	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	3	4	6	7	3	3	0	0	0	0	0	0	0	26

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Friday 6/17/2022

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	107	101	133	108	114	123	0	0	0	0	0	0	0	686
Attendance below 90 percent	17	26	32	22	19	26	0	0	0	0	0	0	0	142
One or more suspensions	4	2	5	0	5	4	0	0	0	0	0	0	0	20
Course failure in ELA	13	17	23	14	11	21	0	0	0	0	0	0	0	99
Course failure in Math	5	12	22	7	20	30	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	7	8	26	17	24	27	0	0	0	0	0	0	0	109
	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	11	13	21	8	16	26	0	0	0	0	0	0	0	95

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	1	2	2	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	107	101	133	108	114	123	0	0	0	0	0	0	0	686
Attendance below 90 percent	17	26	32	22	19	26	0	0	0	0	0	0	0	142
One or more suspensions	4	2	5	0	5	4	0	0	0	0	0	0	0	20
Course failure in ELA	13	17	23	14	11	21	0	0	0	0	0	0	0	99
Course failure in Math	5	12	22	7	20	30	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	7	8	26	17	24	27	0	0	0	0	0	0	0	109
	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	11	13	21	8	16	26	0	0	0	0	0	0	0	95

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	1	2	2	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	47%	56%				57%	51%	57%
ELA Learning Gains	60%						49%	51%	58%
ELA Lowest 25th Percentile	35%						29%	49%	53%
Math Achievement	69%	42%	50%				70%	57%	63%
Math Learning Gains	67%						64%	56%	62%
Math Lowest 25th Percentile	62%						48%	47%	51%
Science Achievement	55%	49%	59%				63%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	52%	9%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	52%	48%	4%	58%	-6%
Cohort Comparison		-61%				
05	2022					
	2019	56%	47%	9%	56%	0%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	56%	22%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	65%	56%	9%	64%	1%
Cohort Comparison		-78%				
05	2022					
	2019	65%	51%	14%	60%	5%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	45%	15%	53%	7%

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	62	48	48	67	60	36				
ELL	27	23		45	46						
BLK	38	65	40	45	50	55	50				
HSP	46	52	29	61	63	47	50				
WHT	61	63	37	75	70	73	54				
FRL	40	53	39	55	56	53	38				
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	32	45	33	46	61	60	33				
ELL	30	38		47	75		50				
BLK	39	33		55	44		35				
HSP	47	48	50	60	69		67				
MUL	40										
WHT	64	63		73	61	60	62				
FRL	44	34	35	57	61	50	49				
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	30	25	13	45	55	52	33				
ELL	30	29		48	47						
BLK	34	33	25	44	54	54	30				
HSP	45	33	14	63	56	47	55				
MUL	69			54							
WHT	69	60	43	83	73	45	80				
FRL	41	40	24	57	53	40	53				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on our 2022 FSA scores, our English Language Learner Students scored 38%, which is below the federal index of 41%. This is also 11% points below 49% in 2021.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 FSA DATA

English Language Learners - 38%

Bottom 25% (ELA) - 35%

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

~ Use of data to identify students and remediate with fidelity was insufficient across the grade levels.

~ Teachers changing grade levels and subjects throughout the school year.

NEW ACTIONS

Restructured Coaches

Monthly Data Chats with Instructional Staff

~ Third week of the month dedicated to individual data chats with teachers.

Restructured ESE Inclusion Teachers

Reassigned core teachers

Greater focus and attention on coaches supporting small group instruction

Restructured ELL paraprofessional with focus on pushing in within Primary grades

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

FSA 2022 2021 2019

ELA Gains 60% 53% 49%

Math Gains 67% 61% 64%

Math Lowest 25% 62% 54% 48%

Increased percentage of K, 1, & 2 students testing into STAR from Star Early Lit

K 1st 2nd

2022 56% 84% 97%

2021 03% 30% 78%

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

Streamlined small group instruction and interventions. Teachers used weekly/monthly data to plan for students' interventions and small group instruction. Small groups consistently changed based on specific student needs.

Students were identified through initial test scores, STAR, and AR Diagnostic Data and monitored through the MTSS process. Additionally, they were provided small group instruction from Curriculum Coach

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

1. Administration and coaches will conduct weekly collaborative grade level planning sessions focusing on moving identified students, creating standards based and small group lesson plans, analyzing formative and summative assessment data, student products, and classroom observations.
2. Administration and coaches will conduct classroom observations focusing on small group instruction.
3. STAR & AR Diagnostic Data analyzed by Administration, Leadership Team, and classroom teachers.
4. Analyze student fluency data of students in tier 2 and 3 instruction.
5. Coaches and media para will provide content rich nonfiction text for classroom libraries and media/library books.
6. Students not making learning gains will meet and conference with administration, coaches, school counselor, and/or classroom teacher.
7. Continuously adjust instruction and/or supports based on data.
8. Coaches will provide enriched extended learning opportunities which will include hands on learning experiences for academic vocabulary.

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.

Monthly data chats with the Curriculum & Instruction Coaches
BEST Standards Training
Learning Arc
Restructuring Coaches to provide job embedded training and small group instruction

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

The additional services are aimed at improving teacher capacity in the area of small group instruction and use of student data. This will be achieved through monthly data chats and job embedded training.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Through flexible, differentiated small group instruction, we will increase ALL student academic growth in ELA and math. Our focus will include learning gains for all groups, including the bottom 25% and any subgroup that did not make the ESSA 41% proficiency on the 2022 ELA and math FSA assessments. Based on our 2022 FSA data, our overall gains for ELA and math increased. ELA increased from 53% to 60% and Math increased from 61% to 67%. However, our bottom 25% decreased in ELA from 45% to 35% and Math maintained at 62%.</p> <p>This year we will continue to monitor and give feedback for flexible small grouping, as well as breaking down the Benchmarks into learning objectives. We also scheduled a 40 minute block within each grade levels' schedule focusing on Acceleration/ Remediation</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Individual students' ELA and math benchmark deficiencies and accelerations will be taught during flexible, differentiated small group instruction to improve their academic knowledge in ELA and math. This will ensure individual academic growth of all students resulting in gains in ELA and math. Our outcome would be to see a minimal improvement in all cells by 5% or more on the 2022 state assessment (planning for longevity) and a year's worth of growth for 100% of our students from their Fall 2022 to their Spring 2023 progress monitoring assessments in ELA and math.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Small group instruction will be discussed and planned during weekly collaborative planning. Administration and Coaches will conduct daily targeted walk-throughs to monitor the fidelity of implementation. Academic Coaches will monitor MTSS plans along with small group plans bi-weekly. Administration and School Counselor will be monitoring grades to ensure students not showing adequate progress are targeted immediately. Quarterly data chats with instructional staff will be held with administration with a focus on small group/MTSS documentation.</p>
Person responsible for monitoring outcome:	<p>Tangela Durham (tangela.durham@polk-fl.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Teachers will use weekly/monthly data to plan for student interventions and small group instruction. Students in this group will receive daily small group instruction.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	<p>The rationale is to have purposeful lesson plans based on current academic data (both summative and formative) for each individual student based on each individual student's academic needs. Student deficiencies and needs for acceleration will be met during the small group instructional time. This time would be used to close any academic gaps and to accelerate each student at their individual level in order to ensure a years worth of growth per student. Progress monitoring will be a tool we implement to see growth our students.</p> <p>We would note that small group is occurring based on data, lesson plans and</p>

Describe the resources/ criteria used for selecting this strategy.

evidence of student work. Through observations on journey with a close look at small groups we can ensure the goal is being met.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and coaches will conduct weekly collaborative grade level planning sessions focusing on moving identified students, creating standards based and small group lesson plans, analyzing formative and summative assessment data, student products, and classroom observations.

Person Responsible Tangela Durham (tangela.durham@polk-fl.net)

STAR & AR Diagnostic Data analyzed by Administration, Leadership Team, and classroom teachers.

Person Responsible Melissa Brennan (melissa.brennan@polk-fl.net)

Analyze student fluency data of students in tier 2 and 3 instruction.

Person Responsible Shelby Husted (shelby.husted@polk-fl.net)

Coaches and media para will provide content rich nonfiction text for classroom libraries and media/library books.

Person Responsible Melissa Brennan (melissa.brennan@polk-fl.net)

Students not making learning gains will meet and conference with administration, coaches, interventionist, and/or classroom teacher.

Person Responsible Tangela Durham (tangela.durham@polk-fl.net)

Continuously adjust instruction and/or supports based on data.

Person Responsible Melissa Brennan (melissa.brennan@polk-fl.net)

Coaches and Interventionist will provide enriched extended learning opportunities which will include hands on learning experiences for academic vocabulary.

Person Responsible Shelby Husted (shelby.husted@polk-fl.net)

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on FSA and progress monitoring results, students who are English Language Learners are below 41% as compared to other subgroups. This subgroup did not make adequate growth; therefore, they are targeted for intensive instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase ELL subgroup proficiency by at least 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Daily classroom walkthroughs to monitor the fidelity of implementation, feedback from coaches, analysis of student work samples, discussions through weekly collaborative planning, as well as progressing through the seven steps of the Learning Arc, monthly data chats with teachers, formative assessments, progress monitoring from STAR Early Literacy, STAR, Istation and AR.

Person responsible for monitoring outcome:

Tangela Durham (tangela.durham@polk-fl.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will be identified through initial test scores, STAR, and AR Diagnostic Data and monitored through the MTSS process. Additionally, they will be provided small group instruction from the classroom teacher, ESE Inclusion Teacher, Alpha Teacher, support staff, media para, academic coaches, and/or administration.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this strategy is to close the achievement gaps among a diverse population. The data indicates that students are not internalizing information at a tier one level. In order for students to master grade level standards, students must receive intensive instruction to meet their academic needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and support staff will identify students who are in the targeted subgroup.

Person Responsible

Tangela Durham (tangela.durham@polk-fl.net)

Teachers will be provided professional development in small group instruction.

Person Responsible

Tangela Durham (tangela.durham@polk-fl.net)

Intermediate grades will be provided with iReady/Leveled Literacy Intervention materials to help facilitate standards based instruction during small group time.

Person Responsible Shelby Husted (shelby.husted@polk-fl.net)

Primary grades will be provided with iReady/Leveled Literacy Intervention materials to implement with targeted small groups.

Person Responsible Melissa Brennan (melissa.brennan@polk-fl.net)

Daily monitoring by administration and Academic Coaches.

Person Responsible Tangela Durham (tangela.durham@polk-fl.net)

Small group planning will take place during collaborative planning with a focus on the targeted subgroup.

Person Responsible Shelby Husted (shelby.husted@polk-fl.net)

Weekly collaborative planning will focus on data analysis and creating small group plans and implementing STEM strategies.

Person Responsible Melissa Brennan (melissa.brennan@polk-fl.net)

Administration will check grades on a weekly basis in order to identify students who are not performing.

Person Responsible Ron Kaufmann (ronald.kaufmannjr@polk-fl.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Scott Lake Elementary School continually assess and address school culture. Positive school culture and environment is built on strong parental and community involvement, celebrating achievements, creating school norms that build positive value in classrooms and school, and engaging students in ways that will benefit them and society. SLE will engage parents and community through, school wide family and parent events, encouraging parental participation in student's learning, and projects that give back to the community. SLE business partners, School Advisory Committee, and Parent Teacher Association will provide feedback and involvement in school activities in a meaningful way that will foster positive relationships.

SLE will celebrate student, classroom, teacher, and school achievements throughout the school year. As students, classrooms, teachers, and school reach goals set for academic, attendance, and behavioral recognition and encouragement will be provided. Classrooms and teams will be encouraged to celebrate small and large achievements within the classroom as well.

SLE will engage students in meaningful activities that will create a supporting and fulfilling environment. Students will recognize and learn social emotional skills for the classroom and in life. Through Sanford Harmony, PBIS, and Collaborative & Proactive Solutions students will learn behavioral expectations as well as why these expectations are necessary in school and in the community. Teachers will establish classroom meeting and check in times with students to allow students to proactively address concerns or issues in a positive manner and with support of the teacher.

SLE will monitor and assess classroom and school culture throughout the school year through monthly social emotional surveys, class discipline reports, teacher feedback and stakeholder feedback. As needed adjustments will be made to ensure a positive, supportive, and encouraging environment that is conducive to learning.

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

Scott Lake Elementary stakeholders include but are not limited to, all school staff including teachers, administration, office staff, para educators, cafeteria, and custodial staff, students, parents, advisory board members, business partners, PTO, and local community members. Stakeholders provide ongoing feedback about school culture and environment through surveys, meetings, school and community events, as well as social media. By understanding our mission and values, stakeholders are continuously provided opportunities to enhance and support our school culture. Stakeholders in the school are expected to model and uphold school norms and values. Through classroom lessons, parent meetings, and school events, stakeholders will be engaged, interactive and in collaboration with each other to ensure a positive culture and environment.