Triangle Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (37%) 2018-19: B (57%) 2017-18: B (55%)
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	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Lake County School Board on 8/22/2022.

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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

School Board Approval

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SIP Authority

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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.

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
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
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 -Early Warning Systems -Provide targeted feedback in a timely manner to support classroom learning -Oversee and evaluate the instructional and non-instructional staff (TEAM, LEADS, Non-Instructional, Managerial) -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 -Guided Coalition -Class Lists/Student Placement -Retentions/Admin Placements -CLIN ED Contact -Business Partner Liaison -Media Contact/News -School Messenger -Week-at-a-Glance -Oversee the implementation of school safety plan -Parent communication and support -Develop partnerships with local community stakeholders -Attend and participate in SAC and APT meetings
Aguayo, Noris	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 -Early Warning Systems -Title I Compliance, Budget -Tutoring -Teacher Assistant Schedules -TQR-Manatee University -New Teacher Orientation -PBS/Zones of Regulation -Provide targeted feedback in a timely manner to support classroom learning -Oversee and evaluate the instructional and non-instructional staff

Name	Position Title	Job Duties and Responsibilities
		-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 -Mentor lower quartile students and behavioral support -Facilitate meetings such as leadership, faculty meeting, guiding coalition, and common planning -Safe schools contact -Restorative Practices -Parent communication and support -Develop partnerships with local community stakeholders -Attend and participate in SAC and APT meetings -Leadership Meeting Minutes -School Awards -Newsletter
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
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

Name	Position Title	Job Duties and Responsibilities
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
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
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
Dickson, Tiffany	Other	-Support the principal's vision for the school -Attend leadership meetings -Coordinate school-based mental health services across MTSS framework tiers -Develops, implements, and monitors school procedures according to mental health plan -Coordinates crisis interventions and prevention for school -Participates in meetings for at-risk students -Conducts group and individual counseling -Provides support and assistance to school personnel regarding best practices in mental wellness -Collaborates with parents and the community
Hay, Michael	Assistant Principal	-Support the principal's vision for the school -Participate in and lead data chats for progress monitoring, and utilize data to

Name	Position Title	Job Duties and Responsibilities
		support decision making supporting the academic success of our students -Support implementation of intervention and enrichment groups -Classroom Learning Walks -Early Warning Systems -Provide targeted 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 -Mentor lower quartile students and behavioral support -Facilitate meetings such as leadership, faculty meeting, guiding coalition, and common planning -Safety Coordinator -Textbook Manager -PBS/Zones of Regulation -LIFT Budget -Technology Coordinator -Assign mentors to leadership team for lower quartile in math and reading -School Clubs -Parent communication and support -Develop partnerships with local community stakeholders -Attend and participate in SAC and APT meetings
Piano, Michael A.	Instructional Coach	-Support the principal's vision for the school -Attend leadership meetings -Support common planning for the teachers in Math, ensuring the focus is on benchmarks-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 -iReady testing, LSA, APM
Lawrence, Desiree A.	Instructional Coach	-Support the principal's vision for the school -Attend leadership meetings -Support common planning for the teachers in Math, ensuring the focus is on benchmarks-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

Name	Position Title	Job Duties and Responsibilities
		-Mentoring new teachers -Mentoring lower-quartile students -Professional development -iReady testing, LSA, APM
Pickren, Aaron	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

Demographic Information

Principal start date

Wednesday 7/1/2020, Deborah Hartog

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.*

2

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.*

10

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

756

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

22

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

22

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	86	105	128	132	100	120	0	0	0	0	0	0	0	671
Attendance below 90 percent	0	12	51	46	55	37	0	0	0	0	0	0	0	201
One or more suspensions	0	5	1	2	4	3	0	0	0	0	0	0	0	15
Course failure in ELA	0	21	25	36	41	29	0	0	0	0	0	0	0	152
Course failure in Math	0	21	24	36	41	29	0	0	0	0	0	0	0	151
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	30	47	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	23	40	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	2	28	28	30	47	0	0	0	0	0	0	0	135

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	1	1	4	1	3	0	0	0	0	0	0	0	10

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	4	4	1	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	3	4	1	2	0	0	0	0	0	0	0	11

Date this data was collected or last updated

Thursday 7/28/2022

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	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	

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	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	

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	37%	50%	56%				55%	58%	57%
ELA Learning Gains	44%						64%	57%	58%
ELA Lowest 25th Percentile	36%						67%	49%	53%
Math Achievement	43%	46%	50%				57%	60%	63%
Math Learning Gains	41%						59%	56%	62%
Math Lowest 25th Percentile	28%						54%	39%	51%
Science Achievement	33%	52%	59%				44%	54%	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	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison		-46%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-59%				

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	46%	62%	-16%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	58%	61%	-3%	64%	-6%
Cohort Comparison		-46%				
05	2022					
	2019	50%	57%	-7%	60%	-10%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	56%	-16%	53%	-13%
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	19	28	21	27	35	29	14				
ELL	21	30	17	33	43	29	17				
BLK	29	49	50	35	39	25	29				
HSP	28	37	25	38	43	24	27				
MUL	47	50		40	30						
WHT	52	47		54	41	33	44				
FRL	34	41	30	39	36	21	30				

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				
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				

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)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	33
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	45
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

We noticed trends in terms of learning gains across the board. Grade level teams were below state and district averages.
Additionally, we have 190 students with two or more Early Warning Indicators. Traditionally, our ESE population has accelerated. However, the learning gains were not as strong in this subgroup. We continue to have a growing ELL and ESE population and have capitalized on allocations and staff to provide additional support.
Attendance was also an area of concern. Absences were 42% with 10 or more days.
Learning Gains:
ELA
3rd- 12% growth
4th- 0%
5th- 6% decrease

Math
3rd- 5% growth
4th- 4% growth
5th- 12% decrease

Science
5th-7% decrease

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

In looking at our 2022 data, we were below district averages in all areas. Looking at our data, our greatest need would be 5th grade due to a decrease in scores across all content areas. In ELA, while 3rd grade improved by 12%, we were 14% below district and 12% below state averages. In 2019 we were at 46%. 4th grade ELA was 59% and 5th grade was 44% in 2019. Science scores are also an area of concern with a 33% proficiency, dropping by 7 points.

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

Learning walk data indicates the need for explicit instruction. It also showed inconsistencies in alignment to standards. Gaps in implementation for explicit instruction occurred due to teacher vacancies and lack

of teacher retention.

Another factor is that in 2019, 3% of our students had absences greater than 10%. In 2022, we were at 42% of students missing 10 or more days. Attendance significantly impacts student achievement; if they are not here, they are not learning. In order to support this area, we have implemented a monthly attendance incentive. We will also continue to address the importance of attendance with students and parents.

Additionally, inconsistencies of implementation of behavior plans was another contributing factor. We had a total of 749 referrals written during the 21-22 school year. Because of the number of referrals, we have implemented a tiered behavior system and the Zones of Regulation. We also have a BCBA two days a week which will provide additional support with behavior interventions in our ESE population. We are also utilizing our PASS room to minimize out of school suspensions.

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

One area of growth was 3rd grade math. In 2019, they were at 46%. In 2021 they were at 41%, but increased back to 46% in 2022. In ELA, they increased by 12%.

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

We used the PLC process with our collaborative teams. There was evidence of teachers implementing strategies from common planning in classrooms. We also had our coaches working closely with the teachers.

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

We have added additional ESE allocations and a potential specialist who will provide teachers with additional support. We also have an ESOL resource teacher who will support ELL students.

Our UNISIG funds will be used to provide additional instructional coaching allocations and four teacher assistants to support with interventions and acceleration. Additionally, our academic coach will be monitoring the lower quartile weekly and working with the intervention team to ensure students are receiving consistent and appropriate support.

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.

We have had Mrs. Thatcher, from Just Read Florida, to provide professional development on the Science of Reading. All staff members have been trained on the tiered behavior system and Zones of Regulation.

We will continue to build capacity during collaborative planning. We will be doing a book study in Teach Like a Champion 3.0 to learn additional instructional strategies that can be individualized for classrooms. We will also continue to do learning walks to identify trends and provide learning and support as needed. In ESE and inclusion classrooms, we will be utilizing UDL and collaborative teaching.

We currently have 22 new teachers at Triangle Elementary. We have implemented Manatee University with our new teachers and provided them with mentors. They will be meeting with leadership and their mentors bi-monthly and receive additional support as needed.

In reading, we will provide professional learning on explicit instruction and the district instructional framework, capitalizing on teacher and student moves.

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

We will continue to monitor our data and use it to drive instruction and professional development. Students will use data notebooks to monitor goals and grades.

An increased leadership team allows us to build the capacity of teachers and their instructional practices through learning walks and the coaching cycle. We have also added a STEAM teacher to the enrichment wheel to support our students with science and math instruction.

Teachers will ensure students are reading, writing, thinking, and talking in every subject daily.

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 Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Triangle Elementary will focus on providing explicit, intentional, benchmarks-aligned instruction. Learning walk and benchmark data indicate a need for explicit, core instruction to meet the foundational needs of all students. Teachers will collaborate during common planning and be provided with the instructional resources and support needed to ensure the delivery of a benchmarks-aligned, strong core instruction. We will support teacher practice around clarity, strong direct instruction, and the use of explicit teaching strategies prior to delivering lessons. Benchmarks-aligned, strong core instruction will be evident in the daily purpose and tasks. Based on our data, we are below state and district averages in all tested areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By January 2023, 85% of teachers will demonstrate strong, benchmarks-aligned core instruction, which will be identified through learning walk data and collaborative planning. Leadership will use learning walk trends to gauge teacher lesson implementation Consequently, by May 2023, 85% of K-5 students will show growth on the Progress Monitoring, Star Literacy, Star Reading, and FAST, indicating a strong, benchmarks-aligned core instruction.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will prepare lessons aligned to BEST standards to meet all student needs. This will be evident in the PLC Process through lesson plans, planning protocols, and classroom learning walks. After facilitating professional learning, coaches will provide support through collaboration, co-teaching, and modeling. The leadership team will monitor the improvement of practice through learning walks and discuss trends and targeted support as needed.
Person responsible for monitoring outcome:	Deborah Hartog (hartogd@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Focusing on providing explicit, intentional, benchmarks-aligned core instruction through common planning and targeted coaching will support teacher clarity, direct instruction, and explicit teaching strategies. According to John Hattie's research, teacher clarity has an effect size of .75. Strong direct instruction has an effect size of .60. Explicit teaching strategies has an effect size of .57.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As a whole, Triangle Elementary students scored below the state on the Florida Standards Assessment (FSA). Although 3rd grade showed growth in both reading and math, 4th and 5th grades remained the same or dropped in average. Additionally, learning walk data showed the need for explicit, strong core instruction and explicit teaching strategies. We read John Hattie's research, Focus by Mike Schmoker, and Better Learning through Structured Teaching by Douglas Fisher and Nancy Frey. These resources and research showed the importance of providing a strong core instruction and the intentionality of planning for these lessons.

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/Leadership Team:
-Identify data points to utilize tier needs of teachers; experience, classroom learning walks, observations in planning, discipline data
-Work with coaches to establish criteria for tiering teachers.
-Support teachers through targeted feedback cycles by identifying support and focusing on teacher identified goals.
-Attend common planning to support standards-aligned discussions and instruction.
-Monitor implementation of standards-aligned instruction through learning walks.

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

District Support:
-Provide coaches with monthly professional learning to support academic needs and instructional practices
-Provide weekly support during common planning
-Conduct weekly learning walks to align lens and next steps

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

Instructional Coaches:
-During planning, focus on teacher clarity, instructional framework, strategies, questions and assessments aligned to benchmarks and to support intended learning
-Utilize coaching cycle with teachers
-Identify and plan to support teachers identified as tier 3 before, during, and after planning
-Mentor new teachers and provide targeted learning through Manatee University.
-Model and provide support on delivering standards-aligned instruction.
-Monitor implementation of professional learning strategies and practices.

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

Teachers
-Teachers will collaborate during common planning and be provided with the instructional resources and support needed to ensure the delivery of a benchmarks-aligned, strong core instruction.
-Teachers will get professional learning around standards-based instruction, direct instruction, and building purpose,
-Teachers will model lesson delivery with peers during common planning

Person Responsible Noris Aguayo (aguayon@lake.k12.fl.us)

Teachers
-Teachers will collaborate during common planning and be provided with the instructional resources and support needed to ensure the delivery of a benchmarks-aligned, strong core instruction.
-Teachers will get professional learning around standards-based instruction, direct instruction, and building purpose,
-Teachers will model lesson delivery with peers during common planning

Person Responsible Michael Hay (haym@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Emotional and Mental Health	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There were 749 discipline referrals written during the 2021-2022 school year. This showed a need for a strong Positive Behavior Support (PBS) program. As a result, Triangle Elementary will be implementing the use of Zones of Regulation school-wide. Additionally, teachers will be coached on the Behavior Management Triangle, tiered system to minimize the amount of time students are out of class. By May 2023, student discipline will decrease from 749 referrals by 300 (40%), based on Early Warning Systems (EWS) data, by implementing Zones of Regulation and the Behavior Management Triangle, tiered discipline system.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we expect to see a decrease by 40% based on EWS from 749 to 449 (40%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Behavior and discipline data with be monitored through Skyward, classroom learning walks, and the implementation of Zones of Regulation will be used for the goal of decreasing by 40%, from 749 referrals to 449 or below.
Person responsible for monitoring outcome:	Michael Hay (haym@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Zones of Regulation, by L. Kuypers addresses emotional and mental health. It is a meta-cognitive framework that will be used to decrease discipline referrals by 40%, from 749 to 449 or less. To monitor this strategy, EWS will be analyzed monthly by the leadership team.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If we implement, monitor, and support Zones of Regulation, then there will be a 40% decrease in discipline referrals, from 749 to 449 or less.

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.

Ongoing professional development will be provided to all teachers and staff around Zones of Regulations. All teachers and staff will be provided with the necessary instructional materials and resources. In addition, time will be built into the master schedule to implement Zones of Regulation instruction and Restorative Practices. Leadership will monitor the implementation during learning walks.

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

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Learning walk and benchmark data indicate a need for explicit, core instruction to meet the foundational needs of all students. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly data chats will be conducted during common planning to ensure formative assessments are being utilized to drive instruction and determine needs for intervention/acceleration. Coaches will create schedules that ensure classroom learning walks are conducted in a timely manner. Administration and coaches will attend collaborative planning and meet weekly to discuss learning walk data and identify data trends. We will review progress monitoring data to support the need of fluid grouping during intervention and acceleration time.
Person responsible for monitoring outcome:	Noris Aguayo (aguayon@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will be utilizing common planning, focusing on providing explicit benchmark-aligned instruction with the intended outcome of increasing our FAST scores in all content areas. To monitor this strategy, we will analyze Triangle Elementary's progress monitoring scores after each cycle. Alongside the learning walk data to determine trends and establish next steps. We will review progress monitoring data to support the need of fluid grouping during intervention and acceleration time. We will also 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 Additionally, 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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	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.

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

If we implement, monitor, and support common planning, focusing on providing explicit benchmark aligned core instruction, then there will be an increase in strong core instruction and explicit teaching strategies.

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/Leadership Team:
-The leadership team will analyze data to tier the needs of teachers based on experience, learning walk data, observations in planning, and discipline data.

Person Responsible Noris Aguayo (aguayon@lake.k12.fl.us)

Building Capacity of Instructional Coaches:
-to increase instructional coach capacity, instructional coaches will receive monthly professional learning to support academic needs and instructional practices.
-Instructional coaches will receive support during common planning and support with conducting learning walks to monitor the transfer of common planning to instruction.

Person Responsible Noris Aguayo (aguayon@lake.k12.fl.us)

Structuring Common Planning:
-During collaborative planning, coaches will focus on teacher clarity, instructional framework, strategies, questions, and assessments aligned to the benchmarks to support intended learning.

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

Building Capacity of Teachers:
-To increase teacher instructional practices, instructional coaches will utilize the coaching cycle to identify and plan to support teachers identified within tiers.
-Coaches will be supporting teachers based on grade levels and content areas.

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

Mentoring:
-To increase teacher capacity new teacher and teachers identified as needing support will receive targeted learning through Manatee University, our new teacher induction support team.
-Tier targeted support and provide lessons based on the district instructional framework and mentor checklist.
-Planning and support for interventions and acceleration.

Person Responsible Noris Aguayo (aguayon@lake.k12.fl.us)

Students:
-Will be divided into groups based on formative assessment results and standards based instruction.

Person Responsible [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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 beginning of the year iReady data, 25% of our K students are proficient, 7% of first grade students demonstrate proficiency, and 16% of our second grade students are proficient.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to our 2021 FSA data for grades 3-5, we fell below 50% proficiency in ELA at 37%. If we support struggling readers in third through fifth grade with small group interventions utilizing Fundations for phonics instruction, and LLI (Leveled Literacy Intervention) to improve fluency and comprehension, then our ELA proficiency will increase from 37% to 50%.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

80% of our k-2 students will show proficiency on our state progress monitoring tool, Star Literacy, by the end of the year.

Grades 3-5: Measureable Outcome(s)

Student achievement will increase for ELA proficiency from 37 to 50%, ELA Learning gains from 44 to 50%, and ELA Lower quartile from 36 to 50% as evidenced by the state end of year assessment, FAST.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Quarterly data chats will be conducted to review iReady data, Star Literacy, and FAST. Fundations and LLI will be utilized 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:
Select the person responsible for monitoring this outcome.

Bitter, Dee Dee, bitterd@lake.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-Wilson Fundations-core adopted instructional materials for K-2 phonics/foundational skills. This program incorporates the science of reading and writing to address critical foundational skills, spelling, and handwriting program in a multisensory, structured literacy approach for all students. The program focuses on student development, differentiation of instruction and active engagement for student learning. It has a "Promising Evidence" on the ESSA evidence scale . An independent review by the Florida Center for Reading Research noted eight major strengths and no program weaknesses.
LLI-A short-term, supplementary, small group literacy intervention program, designed to help striving readers achieve grade level competency.
i-Ready- A program to determine student needs, personalize learning, and monitor progress in both reading and math.
IXL- Personalized digital learning space that covers K-5 curriculum.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

We utilized Fundations last year in K-2 and data shows that Kindergarten went from 39% in phonological awareness to 77%. In phonics, they went from 22% to 57%. In 1st grade, they went from 26% in phonological awareness to 58%. In phonics they went from 10% to 39%. In 2nd grade, phonological awareness went from 64% to 80%. In phonics they went from 23% to 47%.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership -Create a schedule that includes time for push-in support and collaborative coaching. -Weekly meetings with administration and support staff. -Set expectations and protocols for collaborative planning. Literacy Coaching -Will use the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model to provide professional learning, set goals, and monitor teacher instruction. - Teachers submitted a Literacy Instruction survey to provide information on the professional development needed. -Set coaching goals to meet teacher instructional needs. -Develop common language to utilize school-wide. Assessment -Based on classroom learning walks, administration will look for trends and provide professional learning as needed. -Teachers will be utilizing the district instructional framework to drive lessons. -Lesson plans created during collaborative planning and monitored by administration. Plans will include reading, writing, thinking, and talking. Professional Learning -Training on PLC at work process. -Book study -Provide targeted coaching based on Classroom Learning Walks and literacy instruction survey.	Barker, Kimberly A., barkerk@lake.k12.fl.us

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.

In order to improve positive school culture and environment, we have worked on beautifying the campus. We have included the community to assist with our butterfly garden and other campus needs. We have also incorporated a school uniform policy to build a culture of inclusion for all and to improve academic success. Triangle Elementary encourages weekly shout-outs to recognize faculty and staff who go above and beyond. Every Friday, our Mighty Manatee Trophy will be presented to the staff who exemplifies Triangle's expectations.
We have implemented Core Values that are displayed across campus and shared during morning announcements. Students are celebrated with golden tickets and Manatee of the Month.

PBIS
-Golden ticket
-Manatee of the month
-Manatee Money
-Manatee market and monthly experiences

Staff
-Mighty Manatee
-Food truck Fridays

Parent/Community
-Family picnics
-Reading/Literacy Night
-STEAM Nights
-Parent Academy
-Community Outreach room
-Kindergarten round-up
-SAC
-APT

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

PBIS- Alexandra Bolivar, Aaron Pickren
-Golden ticket
-Manatee of the month
-Manatee Money
-Manatee market and monthly experiences

Staff-Administration/Leadership team
-Mighty Manatee
-Food truck Fridays

Parent/Community-Tiffany Dickson, Angela Harris, Gina Hay, Aaron Pickren, Christy Textor
-Family picnics
-Reading/Literacy Night
-STEAM Nights
-Parent Academy
-Community Outreach room
-Kindergarten round-up
-SAC
-APT