

Sumter District Schools

# Lake Panasoffkee Elementary School



## 2019-20 School Improvement Plan

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# Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[ no web address on file ]

## Demographics

**Principal: Nicole Wade**

Start Date for this Principal: 8/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A

\* 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 Sumter 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](http://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

Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming a responsible, productive citizen able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, families, teachers, community partners, and leaders, elected officials and administrators. The staff of Lake Panasoffkee Elementary works to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

#### Provide the school's vision statement

SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Wade, Nicole	Principal	
Ashley, Allen	Teacher, K-12	
Hunt, Shelly	Teacher, K-12	
James, Connie	Teacher, K-12	
Randolph, Cynthia	Teacher, K-12	
Sherman, Landrea	Guidance Counselor	
Wojnarowski, Rosemary	Teacher, K-12	
Davin, Ashley	Teacher, K-12	
Lamb, Danielle	Teacher, K-12	
Williams, Deserae	Teacher, ESE	
Peacock, Jeanine	Instructional Media	
Rockey, Stephen	Assistant Principal	

### Early Warning Systems

#### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	100	107	85	83	91	0	0	0	0	0	0	0	539
Attendance below 90 percent	5	17	14	10	10	11	0	0	0	0	0	0	0	67
One or more suspensions	0	2	7	1	2	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	2	10	11	5	9	7	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	0	13	12	0	0	0	0	0	0	0	25

**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	1	4	3	1	6	9	0	0	0	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	10	8	1	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	2	10	8	1	0	0	0	0	0	0	0	0	0	21

**FTE units allocated to school (total number of teacher units)**

33

**Date this data was collected or last updated**

Thursday 8/29/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	27	17	19	16	17	0	0	0	0	0	0	0	122
One or more suspensions	4	1	3	5	3	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	2	9	4	4	4	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	20	16	12	0	0	0	0	0	0	0	48

**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	3	5	1	11	5	4	0	0	0	0	0	0	0	29

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	26	27	17	19	16	17	0	0	0	0	0	0	0	122
One or more suspensions	4	1	3	5	3	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	2	9	4	4	4	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	20	16	12	0	0	0	0	0	0	0	48

**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	3	5	1	11	5	4	0	0	0	0	0	0	0	29

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	56%	57%	72%	59%	56%
ELA Learning Gains	71%	58%	58%	66%	57%	55%
ELA Lowest 25th Percentile	56%	51%	53%	39%	48%	48%
Math Achievement	68%	61%	63%	79%	62%	62%
Math Learning Gains	71%	68%	62%	76%	53%	59%
Math Lowest 25th Percentile	51%	55%	51%	72%	45%	47%
Science Achievement	63%	62%	53%	79%	65%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	73 (0)	100 (0)	107 (0)	85 (0)	83 (0)	91 (0)	539 (0)
Attendance below 90 percent	5 (26)	17 (27)	14 (17)	10 (19)	10 (16)	11 (17)	67 (122)
One or more suspensions	0 (4)	2 (1)	7 (3)	1 (5)	2 (3)	7 (2)	19 (18)
Course failure in ELA or Math	2 (2)	10 (9)	11 (4)	5 (4)	9 (4)	7 (0)	44 (23)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (20)	13 (16)	12 (12)	25 (48)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	62%	66%	-4%	58%	4%
	2018	67%	67%	0%	57%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	70%	62%	8%	58%	12%
	2018	73%	71%	2%	56%	17%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
05	2019	63%	65%	-2%	56%	7%
	2018	70%	61%	9%	55%	15%
Same Grade Comparison		-7%				
Cohort Comparison		-10%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	66%	64%	2%	62%	4%
	2018	72%	67%	5%	62%	10%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	80%	72%	8%	64%	16%
	2018	80%	71%	9%	62%	18%
Same Grade Comparison		0%				
Cohort Comparison		8%				
05	2019	58%	69%	-11%	60%	-2%
	2018	81%	67%	14%	61%	20%
Same Grade Comparison		-23%				
Cohort Comparison		-22%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	65%	66%	-1%	53%	12%
	2018	78%	68%	10%	55%	23%
Same Grade Comparison		-13%				
Cohort Comparison						



**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	70	57	47	65	42	42				
BLK	48	69		57	55						
HSP	71	94		65	87						
WHT	67	67	43	69	70	52	65				
FRL	57	69	57	62	67	45	60				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	42	48	37	52	64	61	50				
BLK	47	42		63	75						
HSP	62	78		69	67						
MUL	88	45		75	64						
WHT	74	67	38	81	78	77	82				
FRL	66	63	31	74	73	69	73				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	7
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	
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<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
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

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

Our area of lowest performance was 5th grade math. The main contributing factor was a lack of support/mentoring for new teachers to learn the test item specifications and grade level standards which precipitated lower than normal achievement on the FSA test.

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

Our area of greatest decline was 5th grade math. The main contributing factor was a lack of support/mentoring for new teachers to learn the test item specifications and grade level standards which precipitated lower than normal achievement on the FSA test.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

5th grade math had a gap of 2% compared to the state. Last year we were 7% above the state average. The factors contributing to this gap appear to be focused on lack of support/mentoring for new teachers to learn the test item specifications and grade level standards. With continuity in place; this year looks to be much better.

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

The data component which showed the most improvement were the ELA gains for the bottom quartile. This data component increased 17 points from 2018. The ELA teachers focused on the state standards using collaborative teaching methods, Achieve 3000, Moby Max and the purposeful, teacher and student directed use of small groups.

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

The main area of potential concern is attendance below 90%. Students who are not in attendance are not learning. this factor had to do with lowered achievement by our students.

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

1. Math Learning gains of our black students- Down 20 points
2. Science achievement-Down 16 points
3. Bottom Quartile math achievement-Down 19 points
- \*\*\*\*\*4. Students with disabilities Learning gains of the bottom quartile- Down 19 points
- \*\*\*\*\*5. 5th grade math achievement-Down 11 points

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Increase math achievement on the FSA
<b>Rationale</b>	Our overall mathematics proficiency score dropped 9 points from 2017-2018, with 5th grade dropping 22 points.
<b>State the measureable outcome the school plans to achieve</b>	Increase the math proficiency in 3rd grade from 62% to 73%. Increase the math proficiency in 5th grade from 60% to 75%. Increase the math lowest quartile in 5th grade from 25% to 70%.
<b>Person responsible for monitoring outcome</b>	Stephen Rockey (stephen.rockey@sumter.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers will use I-Ready assessments, Moby Max skill builder data and XtraMath for facts fluency to monitor progress towards goal with all students in grades K-5. Fidelity of all programs will be monitored weekly by administration.  1. I-Ready meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. 2. I-Ready diagnostic provides teachers with a detailed, customized evaluation of every student. 3. Diagnostic results help teachers better understand their students' individual needs. 4. Teachers will submit lesson plans weekly into their OneNote notebook. 5. Administration will monitor plans. 6. Administration will conduct walk-throughs and provide feedback to teachers.
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	1. Teachers will utilize the LFS instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text. 2. Teachers will use Moby Max and i-Ready with fidelity to build skills and reinforce concepts. 3. Teachers will be provided professional development in Core Connections. 4. ELA and Math professional learning communities will meet biweekly to review standards, conduct data chats, and share best practices for instruction. 5. Teachers will facilitate daily small group instruction using data from I-Ready for flexible grouping. 6. Utilize use of P.E. waiver for additional ELA instruction with the teacher. 7. Students who fall in the bottom quartile work with the teacher on targeted reading skills. 8. Quarterly school-wide AR incentives. 9. Utilize MyOn reading program. 10. Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other literacy skills.

11. Teachers will encourage math talk as a conduit to seek to develop mathematical understanding.

**Person Responsible**

Allen Ashley (allen.ashley@sumter.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**ELA**

Increased tracking of Bottom Quartile ELA students  
Focused use of MyOn Reading in grades 3, 4 & 5  
MyOn books assigned for Science and Social Studies  
Peer Review for writing  
Communication across grade levels for expectations

**Math**

Emphasize collaboration and developing social capital.  
Note Taking  
Departmentalization of grades 4 and 5  
LFS Focus on Higher Order Thinking  
PLC/Data Chats/Lesson Development & Collaboration  
Deconstruct standards  
Study test item specs

**Science**

Study Island 3rd and 4th grade review, 60 book challenge, Science Superstars, Explore Learning Gizmos, frequent hands on instruction, Coach book, formative testing, Blue Ribbon challenge in Study Island grade level standards.  
PLC's - data chats and analyzing test item specs to drive lesson development and collaboration  
Participate in district STEM advisory team and district science meetings  
Hands-on experiments in classrooms for each lesson  
60 Book Non-Fiction Challenge for 5th Grade

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

We will work to have 100% parent communication at least once per quarter, using a variety of events, phone calls, parent conferences and the Remind app.

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Research is clear that students have greater academic success when their social-emotional needs are provided for. The staff at Lake Panasoffkee Elementary works diligently to create a balance between academic development and social-emotional needs. Students are systematically screened and given thorough evaluation and interventions when needed through the Multi-tiered System of Support, MTSS. Our guidance counselor provides group and individual counseling sessions. Qualifying students are supported through the pupil service at Life Stream. All students receive monthly character education through a program called Character Connex. This year we are also implementing the Sanford Harmony Character education program for all students. Targeted students also participate in our mentoring program.

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

Each spring the school holds VPK and Kindergarten “Round Ups”. During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners. VPK is offered at the school for four year olds five days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist. VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need. PreK parents are also invited to visit Kindergarten classrooms after PreK graduation in May.

At the start of each school year, parents and guardians are invited to attend “Meet Your Teacher Day” and are encouraged to become volunteers. During the “Meet Your Teacher Day” event, parents and students are able to meet and discuss changes and concerns related to the transition to a new grade in a non-threatened environment. Each year several other events take place to help support the transition from one grade level to another including: open house, grade-level information nights and evening conferences. In the spring,

5th grade students take a field trip to the feeder middle school to ease the transition to middle school. 5th and 6th grade teachers from feeder patterns meet each year for an articulation to ensure curriculum is rigorous and consistent.

At the end of the year, students are introduced to the curriculum at the next level. The final lessons in the math program are geared toward frontloading concepts for the next grade level.

Each grade level attends an end of the year awards program. At this time, parents and students are given expectations of the next grade level.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Title I, Part A: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.

Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.

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

Each teacher has a sign posted on their door of the colleges that they attended. This promotes college conversations. Each spring, the school hosts a "Career Day" for students to learn about a variety of careers.

<b>Part V: Budget</b>			
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Increase math achievement on the FSA</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>