

Leon County Schools

Buck Lake Elementary School



2018-19 School Improvement Plan

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Buck Lake Elementary School

1600 PEDRICK RD, Tallahassee, FL 32317

<https://www.leonschools.net/bucklake>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>15%</p>
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<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>36%</p>
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

School Board Approval

This plan is pending approval by the Leon 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

The mission of the Buck Lake School community is to nurture each child regardless of gender, race, creed or ability by providing all students with a safe environment where they can take risks, practice problem solving, and learn to be responsible citizens. Our school community thrives on respect among all of our members. We will work diligently to provide for each student's academic, physical, social, and emotional needs.

Provide the school's vision statement

Programs in our school community will be designed to meet the needs of all students. Classrooms will be infused with traditional resources and technology that will help students access curricula and learn about areas of interest. Teachers will use research-based practices, coupled with innovative techniques to prepare students to be productive, respectful members of a larger community. Our students will experience a campus filled with adults who care, are knowledgeable, and will support them to grow into life-long learners and leaders.

School Leadership Team

Membership

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

Name	Title
Millard, William	Principal
Quiggins, Angela	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

William Millard, Principal: Ensures that both the vision and mission of the school are communicated to all stakeholders. Mr. Millard provides support to teachers by way of materials, professional development, classroom observations, and feedback. He works with grade levels to analyze student data as it relates to proficiency with curricular standards.

Angela Quiggins, Assistant Principal: Identifies needs of grade levels and individual teachers. Mrs. Quiggins provides support to teachers by way of materials, professional development, classroom observations, and feedback. She ensures that the FL standards are being taught in classroom with fidelity by supporting teachers with curriculum and instruction.

Early Warning Systems

Year 2017-18

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	11	10	5	6	9	9	0	0	0	0	0	0	0	50
One or more suspensions	1	5	1	7	1	14	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	1	7	8	8	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	2	12	7	0	0	0	0	0	0	0	21

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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	3	2	1	1	1	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	10	18	1	5	1	0	0	0	0	0	0	0	0	35

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - 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	6	3	5	9	9	3	0	0	0	0	0	0	0	35
One or more suspensions	1	1	1	0	4	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	6	4	0	0	0	0	0	0	0	17

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - 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	6	3	5	9	9	3	0	0	0	0	0	0	0	35
One or more suspensions	1	1	1	0	4	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	6	4	0	0	0	0	0	0	0	17

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning Gains Lowest 25% in Math (52%). Scores over the last 3 years shows that a decrease each year has become a trend (15-16: 74%, 16-17: 58%, 17-18: 52%.)

Which data component showed the greatest decline from prior year?

% Making Learning Gains in Reading

Which data component had the biggest gap when compared to the state average?

Our school was above the state average in every category. The most significant gap was in Science Achievement (Buck Lake 83%, State 55%).

Which data component showed the most improvement? Is this a trend?

Our school was able to maintain 60% of students making Learning Gains for the Lowest 25%.

Describe the actions or changes that led to the improvement in this area

We maintained our score in this area, but did not show an improvement.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	57%	56%	85%	59%	55%
ELA Learning Gains	69%	53%	55%	76%	57%	57%
ELA Lowest 25th Percentile	60%	46%	48%	60%	51%	52%
Math Achievement	80%	61%	62%	82%	61%	61%
Math Learning Gains	70%	55%	59%	71%	58%	61%
Math Lowest 25th Percentile	52%	40%	47%	58%	47%	51%
Science Achievement	83%	52%	55%	86%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (6)	10 (3)	5 (5)	6 (9)	9 (9)	9 (3)	50 (35)
One or more suspensions	1 (1)	5 (1)	1 (1)	7 (0)	1 (4)	14 (0)	29 (7)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	7 (0)	8 (0)	8 (0)	24 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (7)	12 (6)	7 (4)	21 (17)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	61%	15%	57%	19%
	2017	86%	62%	24%	58%	28%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	82%	58%	24%	56%	26%
	2017	85%	59%	26%	56%	29%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				
05	2018	82%	57%	25%	55%	27%
	2017	84%	61%	23%	53%	31%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	64%	9%	62%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	78%	60%	18%	62%	16%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	86%	62%	24%	62%	24%
	2017	86%	64%	22%	64%	22%
Same Grade Comparison		0%				
Cohort Comparison		8%				
05	2018	83%	58%	25%	61%	22%
	2017	80%	63%	17%	57%	23%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	78	66	59	81	70	63	85				
BLK	65	59	53	52	50	30	57				
HSP	79	71		88	64						
ASN	94	85		94	94		89				
MUL	94	67		94	75						
SWD	30	44	31	30	42	8	33				
FRL	58	58	53	56	45	33	75				

2017 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 2015-16	C & C Accel 2015-16
WHT	84	70	59	84	74	70	86				
BLK	76	73	60	63	58	30	76				
HSP	82	67		73	53						
ASN	100	95		98	83		100				
MUL	89	93		79	50						
SWD	58	52	36	55	35	25	64				
FRL	77	72	80	61	50	33	71				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Math Lowest 25th Percentile

Rationale This is the lowest performing area for our school (52%).

Intended Outcome At least 60% of matched students in the lowest 25th percentile will be proficient in Math on the 2018-2019 FSA.

Point Person William Millard (millardw@leonschools.net)

Action Step

Description Teachers in grades 1-5 will be trained in iReady and implement into classroom.
Teachers will have a common planning time to unpack the standards and determine ways to remediate struggling students.
Resources will be provided to teachers with special needs students to increase the amount of time in regular education classes.
Students in grades K-2 will focus on addition and subtraction fact fluency; 3-5 will focus on multiplication and division fluency.
Differentiation will be incorporated into small group instruction.
Targeted students will have the opportunity to practice math skills through iReady before school (grades 3-5).
Teachers will receive training in Universal Design for Learning to increase their ability to plan for the needs of all students.
Teachers will provide students opportunities to practice at home with technology such as XtraMath, Brain Pop, Think Central, etc. and will support and train parents to encourage their involvement.

Person Responsible William Millard (millardw@leonschools.net)

Plan to Monitor Effectiveness

Description Data from math curriculum assessments, gradebooks, and iReady data will be monitored weekly. Lesson plans will be checked weekly to monitor small group planning.

Person Responsible Angela Quiggins (quigginsa@leonschools.net)

Activity #2

Title	ELA Lowest 25th Percentile
Rationale	This was our 2nd lowest component for the 2017-2018 school year (60%).
Intended Outcome	At least 61% of our matched students in the lowest percentile will be proficient on the 2018-2019 FSA ELA.
Point Person	William Millard (millardw@leonschools.net)

Action Step

Description	<p>Teachers in grades 1-5 will be trained in iReady and implement into classroom instruction.</p> <p>Teachers will have a common planning time to unpack the standards and determine ways to remediate struggling students.</p> <p>Resources will be provided to teachers with special needs students to increase the amount of time in regular education classes.</p> <p>Differentiation will be incorporated into small group instruction, and Tier II students will receive daily small group instruction.</p> <p>Tier III students will receive remediation in addition to the 90 minute reading block.</p> <p>Lexia will be incorporated into instruction for grades K-1, and ELA/Writing instruction will be part of the special area schedule for 2nd grade, setting the foundation for intermediate grades.</p> <p>Before school iReady sessions with interventions by the reading coach will be offered for Tier II and III students.</p> <p>After school Literature Club will be offered for 4th and 5th grade students.</p> <p>Accelerated Reading incentive plans will be offered by both classrooms and school wide.</p> <p>Teachers will receive training in Universal Design for Learning to increase their ability to plan for the needs of all students.</p> <p>Teachers will provide students opportunities to practice at home with technology such as Brain Pop, Wonders, Read Works, Teach Your Monster to Read, etc. and will support and train parents to encourage their involvement.</p>
Person Responsible	William Millard (millardw@leonschools.net)

Plan to Monitor Effectiveness

Description	Data from ELA curriculum assessments, gradebooks, and iReady data will be monitored weekly. Lesson plans will be checked weekly to monitor small group planning.
Person Responsible	Angela Quiggins (quigginsa@leonschools.net)

Activity #3

Title	ELA Learning Gains
Rationale	While our school was above the district and state average for ELA Learning Gains (69%), we are committed to moving more students to not only be proficient, but to make gains.
Intended Outcome	At least 70% of our matched students will make Learning Gains in ELA for the 2018-2019 school year.
Point Person	William Millard (millardw@leonschools.net)

Action Step

Description	Teachers in grades 1-5 will be trained in iReady and implement into classroom instruction. Teachers will have a common planning time to unpack the standards and determine ways to remediate struggling students. Resources will be provided to teachers with special needs students to increase the amount of time in regular education classes. Differentiation will be incorporated into small group instruction, and Tier II students will receive daily small group instruction. Tier III students will receive remediation in addition to the 90 minute reading block. Lexia will be incorporated into instruction for grades K-1, and ELA/Writing instruction will be part of the special area schedule for 2nd grade, setting the foundation for intermediate grades. Before school iReady sessions with interventions by the reading coach will be offered for Tier II and III students. After school Literature Club will be offered for 4th and 5th grade students. Accelerated Reading incentive plans will be offered by both classrooms and school wide. Teachers will receive Professional Development in Kagan Cooperative Learning strategies so that they can improve the participation and engagement rates of their students.
Person Responsible	William Millard (millardw@leonschools.net)

Plan to Monitor Effectiveness

Description	Data from ELA curriculum assessments, gradebooks, and iReady data will be monitored weekly. Lesson plans will be checked weekly to monitor small group planning.
Person Responsible	Angela Quiggins (quigginsa@leonschools.net)

Activity #4

Title Math Learning Gains

Rationale While our school was above the district and state average for ELA Math Gains (70%), we are committed to moving more students to not only be proficient, but to make gains.

Intended Outcome At least 71% of our matched students will make Learning Gains in Math for the 2018-2019 school year.

Point Person William Millard (millardw@leonschools.net)

Action Step

Description Teachers in grades 1-5 will be trained in iReady and implement into classroom.
Teachers will have a common planning time to unpack the standards and determine ways to remediate struggling students.
Resources will be provided to teachers with special needs students to increase the amount of time in regular education classes.
Students in grades K-2 will focus on addition and subtraction fact fluency; 3-5 will focus on multiplication and division fluency.
Differentiation will be incorporated into small group instruction.
Targeted students will have the opportunity to practice math skills through iReady before school (grades 3-5).
Teachers will receive Professional Development in Kagan Cooperative Learning strategies so that they can improve the participation and engagement rates of their students.

Person Responsible William Millard (millardw@leonschools.net)

Plan to Monitor Effectiveness

Description Data from math curriculum assessments, gradebooks, and iReady data will be monitored weekly. Lesson plans will be checked weekly to monitor small group planning.

Person Responsible Angela Quiggins (quigginsa@leonschools.net)

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

Parents are encouraged to participate in classroom activities, field trips and PTO sponsored events. Parents are very involved at Buck Lake and are very supportive in the classroom and outside the classroom. We have a very strong Parent/Teacher Organization [PTO]. A

monthly newsletter is sent out via listserv and hard copies are available in the front office to keep families apprised of what is going on around the school. Our school website is updated regularly, and teachers/grade levels maintain websites with information for families.

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

Operational school based teams meet weekly to discuss students with barriers to academic and social success. Mentors are assigned to students with identified concerns. Our school counselor also provides small group instruction for students as well as one on one if needed. The Guidance Counselor also provides support to the classroom teacher. This year, we have added a Classroom Behavior Specialist to assist teachers with struggling students. Our district has partnered with Disc Village to provide additional Counselor support once a week at our schools. Our teachers have been trained in the Sanford Harmony curriculum and will begin to utilize this with students to build on what they are already doing to foster positive relationships with students.

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

Students entering Kindergarten are screened using the statewide Kindergarten readiness assessment. The Kindergarten team holds a Kindergarten parent orientation in the Spring prior to enrollment. Students and parents are taken on tour of the school and are able to ask questions about the school, curriculum, and activities pertaining to Kindergarten. Our PTO hosts a "Parents New to Buck Lake" night to acclimate new parents to our school. Open House is held in September and all parents are invited to attend.

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

The leadership team works with the bookkeeper and the district office to develop a staffing plan based on the allocated budget for the school. Teacher placement is determined by certification level of personnel, teacher input and grade level needs based on class size. This process occurs mostly during the summer planning months, but the staffing plan is monitored throughout the school year.

Student materials are provided through a textbook allocation and supplemental materials are provided to students and teachers as needed.

All federal, state and local funds are used to support student learning and instructional professional development. We receive Title II funds that provide stipends or substitutes for teacher professional learning communities [PLC].

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

N/A

Part V: Budget	
Total:	\$17,679.00