

Leon County Schools

Desoto Trail Elementary School



2018-19 School Improvement Plan

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Desoto Trail Elementary School

5200 TREDINGTON PARK DR, Tallahassee, FL 32309

www.leonschools.net/desototrail/

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

20%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

22%

School Grades History

Year
Grade

2017-18
A

2016-17
A

2015-16
A

2014-15
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

To Challenge Each Student to Blaze a Successful Trail To the Future!

Provide the school's vision statement

DeSoto Trail Elementary will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

School Leadership Team

Membership

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

Name	Title
Keltner, Michele	Principal
Poole, Cassandra	Assistant Principal
Schubert, David	Instructional Technology
Denton, Pam	Teacher, ESE
Lambert, Theresa	Teacher, K-12
Chrisinger, Barbara	Instructional Media
Morris, Kim	Teacher, K-12
Molina, Marissa	Teacher, K-12
Daugherty, Robert	Teacher, K-12
Barner, Ashley	Teacher, ESE
Bellflower, Jessica	Teacher, K-12
Hagen, Teri	Teacher, K-12
Whitmore, Regina	Teacher, K-12

Duties

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

Each member is accountable for providing input based on their area of responsibility at monthly planning meetings. Members take information from leadership meetings back to their teams of teachers.

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	16	10	9	8	6	6	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	1	3	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	1	3	5	0	0	0	0	0	0	0	9

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	1	1	2	0	0	0	0	0	0	4

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	6	4	1	1	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	7	7	8	7	2	7	0	0	0	0	0	0	0	38

Date this data was collected

Friday 9/14/2018

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	3	3	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	1	0	3	1	6	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	10	7	6	0	0	0	0	0	0	0	23

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	3	0	0	0	0	0	0	4

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	19	5	9	4	8	13	0	0	0	0	0	0	0	58
One or more suspensions	1	0	0	3	3	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	1	0	3	1	6	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	10	7	6	0	0	0	0	0	0	0	23

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	3	0	0	0	0	0	0	0	4

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?

Our lowest data component was fourth grade ELA - 82% scored level three and above. This is not a trend - our fourth grade ELA scores have risen the past few years and this is the first year in several years that this score has declined.

Which data component showed the greatest decline from prior year?

Our biggest decline was in fifth grade ELA - we moved from 89% to 83% scoring level three and above.

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

Our largest gaps when compared with the state average were in 5th Grade Math and 5th Grade Science. In both of these subjects, 30% more of our students scored level 3 or above on the state assessment compared to the state average.

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

Our greatest improvement was in third grade math - we moved from 78% to 84% of students scoring level three and above.

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

Teachers implemented curriculum with fidelity and used progress monitoring strategies and differentiation to improve student performance.

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	83%	57%	56%	86%	59%	55%
ELA Learning Gains	69%	53%	55%	69%	57%	57%
ELA Lowest 25th Percentile	57%	46%	48%	72%	51%	52%
Math Achievement	88%	61%	62%	88%	61%	61%
Math Learning Gains	81%	55%	59%	80%	58%	61%
Math Lowest 25th Percentile	74%	40%	47%	75%	47%	51%
Science Achievement	85%	52%	55%	88%	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	16 (0)	10 (0)	9 (0)	8 (0)	6 (0)	6 (0)	55 (0)
One or more suspensions	0 (1)	0 (0)	0 (0)	0 (3)	0 (3)	0 (2)	0 (9)
Course failure in ELA or Math	0 (0)	0 (1)	1 (0)	1 (3)	3 (1)	4 (6)	9 (11)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (10)	3 (7)	5 (6)	9 (23)

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	85%	61%	24%	57%	28%
	2017	84%	62%	22%	58%	26%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	82%	58%	24%	56%	26%
	2017	85%	59%	26%	56%	29%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2018	83%	57%	26%	55%	28%
	2017	89%	61%	28%	53%	36%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	64%	20%	62%	22%
	2017	78%	60%	18%	62%	16%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	89%	62%	27%	62%	27%
	2017	91%	64%	27%	64%	27%
Same Grade Comparison		-2%				
Cohort Comparison		11%				
05	2018	91%	58%	33%	61%	30%
	2017	91%	63%	28%	57%	34%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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	86	72	61	91	85	86	86				
BLK	59	41	38	65	54	36					
HSP	85			77							
ASN	100	92		94	92						
SWD	63	59		76	67						
FRL	63	60	42	71	69	62	68				
ELL	75	60		75	80						

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	89	69	74	90	81	71	86				
BLK	68	70	70	70	75		100				
HSP	91			91							
ASN	89	80		89	90						
SWD	65	48	50	65	48	55	67				
FRL	72	70	71	80	83	76	94				
ELL	67			67							

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 ELA

Rationale Our school has consistently performed well above the district and state averages for proficiency on the ELA FSA. Our goal is to maintain this high performance.

Intended Outcome To be within 5% (+/-) of our previous proficiency rate as measured by the 2018 FSA ELA scores.

Point Person Michele Keltner (keltnerm@leonschools.net)

Action Step

Description Implement intervention strategies through small group instruction; utilize reading intervention software at school and home.

Person Responsible Michele Keltner (keltnerm@leonschools.net)

Plan to Monitor Effectiveness

Description Meet monthly to review student progress data

Person Responsible Michele Keltner (keltnerm@leonschools.net)

Activity #2

Title Mathematics

Rationale Our school has consistently performed well above the district and state averages for proficiency on the Mathematics FSA. Our goal is to maintain this high performance.

Intended Outcome To be within 5% (+/-) of our previous proficiency rate as measured by the 2018 FSA Mathematics scores.

Point Person Michele Keltner (keltnerm@leonschools.net)

Action Step

Description Implement intervention strategies through small group instruction; utilize reading intervention software at school and home.

Person Responsible Michele Keltner (keltnerm@leonschools.net)

Plan to Monitor Effectiveness

Description Meet monthly to review student progress data

Person Responsible Michele Keltner (keltnerm@leonschools.net)

Activity #3

Title	Science
Rationale	Our school has consistently performed well above the district and state averages for proficiency on the FCAT Science test. Our goal is to maintain this high performance.
Intended Outcome	To be within 5% (+/-) of our previous proficiency rate as measured by the 2018 FCAT Science scores.
Point Person	Michele Keltner (keltnerm@leonschools.net)

Action Step

Description	Engage students in hands-on learning experiences; incorporate reading and math strategies in science instruction.
Person Responsible	Michele Keltner (keltnerm@leonschools.net)

Plan to Monitor Effectiveness

Description	Meet monthly to review student progress data
Person Responsible	Michele Keltner (keltnerm@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

Although we are not a Title I school, we are proud of how we build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of our students.

- Parental involvement opportunities exist throughout the school year, including parent/teacher conferences, classroom volunteers, PTO meetings, Science Olympiad, field trips, and fundraisers;
- Curriculum nights inform parents about grade-specific course curriculum and provide answers to any questions parents may have. Further, to encourage parental attendance, the school is offering these informational sessions in the evenings;
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During curriculum nights, ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with FOCUS, listservs, and other forms of educational technology;
- Communicate classroom and school news to parents;

- Discuss effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls, emails home;
- Share information about growth mindset, GRIT, and Sanford Harmony social emotional learning curriculum with parents at curriculum nights and PTO meetings.

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

The school meets the varying social-emotional needs of its individual students through a variety of programs and services. The Mentoring program pairs community volunteers with at-risk students who need encouragement, academic skills practice, or an adult they can trust and talk to. The guidance counselor holds mini-sessions to help small groups of students process emotions such as anger or grief. The Multi-Tiered Systems of Support (MTSS) team brings together the school psychologist, social workers, behavioral specialists, teachers, parents, and other stakeholders to identify the social, emotional, and academic needs of students and pair them with appropriate interventions and other pupil services.

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

Although we are not a Title I school, we are proud of how we support incoming and outgoing cohorts of students in transition from one school level to another.

- All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
- The school asks parents to complete the Pre-K Readiness Checklist as required by the district.
- The school provides tours to families of students entering the elementary program.
- Fifth graders are invited to a Curriculum Night at Montford Middle School in May to ease their transition to sixth grade. The Montford Middle School guidance team also comes to the school each spring to meet with fifth grade students and answer their questions about transitioning to middle school.
- The school sends representatives to the Northeast Articulation Team (NEAT), the feeder pattern articulation committee, to inform students and families about school events and to motivate students to build a commitment to learning at all school levels.

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 school leadership team reviews needs identified in data chats/progress monitoring meetings and input from grade level teams to determine what resources are needed to meet the needs of all students. The school uses resources available through the district, purchased with school funds, or freely available resources. School administrators review the school budget and allocate funds appropriately.

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:	\$5,309.00