

Lake County Schools

# Tavares Elementary School



2018-19 School Improvement Plan

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# Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

<http://lake.k12.fl.us/tel>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	No	76%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

## School Grades History

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

## School Board Approval

This plan is pending approval by the Lake 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

Our mission at TES is working hand in hand with our committed parents, dedicated school family, in community to create students who will discover life-long learning skills and develop into responsible, respectful and productive citizens of the future. We will strive to recognize individual needs and to promote critical thinking skills, so that each student can reach their highest potential through challenging instruction that is accompanied with resource filled learning.

#### Provide the school's vision statement

TES vision states, " Where small paws make big steps to a great future!"

### School Leadership Team

#### Membership

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

Name	Title
McKinney, Durenda	Principal
Le Moyne, Judith Ann	Instructional Coach
Holmes, Lindsey	Instructional Coach
Peppers, Carol	Assistant Principal
Lowery, Lisa	Instructional Coach
Hayes, Angie	Guidance Counselor
Hawkins, Jamie	Other
Short, Donna	Guidance Counselor

#### Duties

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

The school-based Leadership team consists of the Principal, Assistant Principal, Curriculum Resource Teacher (CRT), Instructional Coaches for Literacy and Math, ESE Specialist and two Guidance Counselors. Additional members would include the School Psychologist, and Social Worker. The core Leadership Team meets weekly to discuss their role in providing a system of support for both our students and teachers based on the team members expertise.

The Principal is the Instructional Leader for the our campus and by supporting collaboration in the use of Professional Learning Communities to improve instruction and progress monitoring of student performance. The Assistant Principal supports student learning by creating a campus environment conducive to learning and ensuring operation run smoothly for all students and staff.

The Curriculum Resource Teacher, Literacy Coach, and Math Coach provide content specific support as well as collaborate in lesson planning during Professional Learning Communities and Teacher planning. Additionally, assists with analyzing student performance data then determining best practices for instructional delivery or providing side by side coaching.

Guidance counselors and our ESE Specialists monitor students who may be struggling both

academically or behaviorally and provide additional supports within the classroom by assisting teachers in the implementation of interventions or accommodations.

## 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	22	12	13	17	12	11	0	0	0	0	0	0	0	87
One or more suspensions	4	3	6	3	12	10	0	0	0	0	0	0	0	38
Course failure in ELA or Math	23	25	18	26	28	30	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	27	34	29	0	0	0	0	0	0	0	90

#### 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	6	34	50	53	60	68	0	0	0	0	0	0	0	271

#### 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	10	2	5	5	1	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	0	0	0	0	0	1	0	0	0	0	0	0	0	1

#### Date this data was collected

Thursday 7/5/2018

### 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	14	6	6	4	3	9	0	0	0	0	0	0	0	42
One or more suspensions	5	9	5	10	9	10	0	0	0	0	0	0	0	48
Course failure in ELA or Math	25	15	8	20	4	1	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	52	40	47	0	0	0	0	0	0	0	139
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	4	2	1	2	3	1	0	0	0	0	0	0	0	13

**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	14	6	6	4	3	9	0	0	0	0	0	0	0	42
One or more suspensions	5	9	5	10	9	10	0	0	0	0	0	0	0	48
Course failure in ELA or Math	25	15	8	20	4	1	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	52	40	47	0	0	0	0	0	0	0	139
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	4	2	1	2	3	1	0	0	0	0	0	0	0	13

**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?**

The data component which performed the lowest was ELA gains and Math gains. The trend for the past three years has indicated an overall decline. Additionally, ELA and Math lowest 25th percentile show a consistent low trend.

One additional EWS factor to note is the increase in course failures from 2016-2017 (73 to 150).

**Which data component showed the greatest decline from prior year?**

The greatest decline occurred in our ELA learning gains 61% to 43%.

Level 1 scores reduced from 139 to 90.

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

The three main gap areas was ELA learning gains (-12), ELA lower quartile (-12) and Math lower quartile (-15).

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

Math achievement levels show a trend of 61%, 70% and 71%. This has a strength for our overall math instruction.

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

Consistent instruction in grades 3,4,5.

**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	56%	59%	56%	61%	57%	55%
ELA Learning Gains	43%	54%	55%	61%	56%	57%
ELA Lowest 25th Percentile	36%	46%	48%	43%	50%	52%
Math Achievement	65%	63%	62%	64%	61%	61%
Math Learning Gains	50%	54%	59%	51%	57%	61%
Math Lowest 25th Percentile	32%	41%	47%	39%	45%	51%
Science Achievement	52%	55%	55%	51%	49%	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	22 (14)	12 (6)	13 (6)	17 (4)	12 (3)	11 (9)	87 (42)
One or more suspensions	4 (5)	3 (9)	6 (5)	3 (10)	12 (9)	10 (10)	38 (48)
Course failure in ELA or Math	23 (25)	25 (15)	18 (8)	26 (20)	28 (4)	30 (1)	150 (73)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (52)	34 (40)	29 (47)	90 (139)

**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	60%	61%	-1%	57%	3%
	2017	65%	63%	2%	58%	7%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	54%	59%	-5%	56%	-2%
	2017	66%	56%	10%	56%	10%
Same Grade Comparison		-12%				
Cohort Comparison		-11%				
05	2018	54%	55%	-1%	55%	-1%
	2017	51%	53%	-2%	53%	-2%
Same Grade Comparison		3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	71%	65%	6%	62%	9%
	2017	70%	66%	4%	62%	8%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	60%	60%	0%	62%	-2%
	2017	70%	61%	9%	64%	6%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				
05	2018	62%	58%	4%	61%	1%
	2017	48%	54%	-6%	57%	-9%
Same Grade Comparison		14%				
Cohort Comparison		-8%				

**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	61	41	28	73	55	38	61				
BLK	39	39	38	40	27	18	25				
HSP	48	42	35	58	55	35	24				
MUL	67	75		73	56						
SWD	19	26	21	28	30	21	32				
FRL	49	43	36	58	44	30	45				
ELL	33	25		57	50						

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	71	68	53	71	51	41	54				
BLK	32	45	39	42	38	25	30				
HSP	37	42		51	60	54					
MUL	67	57		63	57						
SWD	19	38	36	27	31	25	21				
FRL	51	57	40	55	47	38	43				
ELL	18			47							



### **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:**

<b>Activity #1</b>	
<b>Title</b>	With high expectations, teachers will deliver standards based instruction focusing on reading, writing, thinking and authentic literacy.
<b>Rationale</b>	If we implement, monitor and support planning which includes high yield strategies focused on reading, writing, talking and authentic literacy, then student proficiency in all content areas will increase.
<b>Intended Outcome</b>	Consistently implement reading, writing, talking and authentic literacy in all grade levels through common and collaborative planning Professional Learning Communities, increase student ELA gains in grades 3-5 from 43% to 62% on all diagnostic and district assessments, 3rd grade ELA mini-assessments will reflect 62% of students are meeting standards mastery, Grades K-2 will increase student independent reading time increasing the % time from baseline to mid year using the CWT tool.
<b>Point Person</b>	Durenda McKinney (mckinneyd@lake.k12.fl.us)
<b>Action Step</b>	
	<ol style="list-style-type: none"> <li>Grade level planning and collective commitments will focus on three main areas, curriculum, instruction and authentic literacy</li> <li>Lesson plans will identify daily reading, writing, thinking, talking and authentic literacy opportunities.</li> <li>Independent reading with conferencing will be evidenced in all classrooms.</li> <li>Coaches will develop and provide side by side coaching opportunities to address deficiencies in instruction and facilitate collaborative planning.</li> </ol> <p>Who: Administration/Coaches When: Starts 8.13.18 ends 5.17.18 Frequency: Reevaluate quarterly Evidence: Coaches planning schedule, PLC agenda/minutes, Teacher lesson plans, CWT data trends</p> <ol style="list-style-type: none"> <li>Develop and provide professional development in best practices for the Literacy block ( literacy with conferring, annotating text and close reading)</li> </ol>
<b>Description</b>	<p>Who: Administration/Coaches/Lead teachers When: 9.5.18 ends 12.14.18 Frequency: Reevaluate monthly Evidence: PLC Agendas, Choose Your Learning calendar</p> <ol style="list-style-type: none"> <li>Schedule quarterly testing for progress monitoring ELA &amp; Math K-5 and LSA Science quarterly assessment.</li> </ol> <p>Who: Administration/Coaches/Lead teachers When: 8.30.18 - 5.17.18 Frequency: quarterly Evidence: school-based testing calendar</p> <ol style="list-style-type: none"> <li>School-wide implementation of Just take 20 - promoting reading both in school and at home.</li> </ol> <p>Who: Literacy Coach and Literacy Committee When: 8.30.18 - 5.17.18</p>

Frequency: monthly

Evidence: school-based JT20 calendar, Literacy committee agendas

**Person Responsible** Judith Ann Le Moyne (lemoynej@lake.k12.fl.us)

Plan to Monitor Effectiveness

**Description**

1. Coaches and grade chairs will develop and utilize a schedule for attending and supporting common/collaborative planning.
2. Leadership team will monitor lesson plans weekly to ensure they provide opportunities for reading, writing, thinking, talking and authentic literacy.
3. Leadership team will conduct CWT to monitor lesson plan

**Person Responsible** Judith Ann Le Moyne (lemoynej@lake.k12.fl.us)

<b>Activity #2</b>	
<b>Title</b>	Students at TEL will receive instruction that meets their individual needs in order to promote academic success
<b>Rationale</b>	If we implement a system for delivering and monitoring instruction to meet the individual academic and behavior needs for struggling students then all student achievement will improve.
<b>Intended Outcome</b>	<p>Increase student ELA gains in grades 3-5 from 43% to 62% on all diagnostic and district assessments, Increase ELA lowest quartile student proficiency from 36% to 50% on all diagnostic and district assessments.</p> <p>Increase Math lowest quartile student proficiency from 32% to 50% on all diagnostic and district assessments.</p> <p>Reduce the number of students meeting the EWS indicator for course failures in ELA or math and maintain 10% less each quarter</p>
<b>Point Person</b>	Carol Peppers (peppersc@lake.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Master schedule to reflect intervention/acceleration time four times a week in all grade levels.</li> <li>2. Provide teachers in grades 3-5 accurate lists of students who are identified as ELA &amp; Math lowest quartile.</li> </ol> <p>Who: Administration/Coaches When: Starts 8.13.18 ends 8.31.18 Frequency: one time Evidence: Master Schedule, Data binders</p> <ol style="list-style-type: none"> <li>3. Identify students who will participate in Students on Academic Rise (SOAR) groups</li> <li>4. Provide professional development training for Teacher Assistants assigned to work with SOAR students, modeled after Triangle Elementary</li> <li>5. Create schedule to meet and discuss the progress of SOAR students</li> </ol> <p>Who: CRT When: Starts 9.10.18 ends 5.17.18 Frequency: weekly Evidence: SOAR meeting schedule, Data notebooks</p> <ol style="list-style-type: none"> <li>6. Schedule Academic tutors to visit Villages Elementary School to observe how tutors deliver intervention instruction</li> </ol> <p>Who: Literacy Coach When: Starts 9.10.18 ends 9.30.18 Frequency: one time Evidence: Training agenda, school based sched</p> <ol style="list-style-type: none"> <li>7. ESE teachers's will identify students and create schedules in conjunction with FIN guidelines of providing services based on student's individual needs.</li> </ol> <p>Who: ESE school specialist When: Starts 8..13.18 ends 8.31.18 Frequency: one time</p>

Evidence: schedules

8. Monitor inclusion classroom instruction with new classroom walkthrough tool.

Who: ESE school specialist  
When: Starts 8.27.18 ends 5.17.18  
Frequency: weekly  
Evidence: CWT tool data

8. Schedule and provide professional development to teachers, teacher assistants in LLI intervention program.

Who: ESE school specialist  
When: Starts 8.27.18 ends 5.17.18  
Frequency: weekly  
Evidence: CWT tool data

10. Schedule and provide professional development to teachers, teacher assistants in Systematic Instruction in phonological awareness, phonics and sight words ( SIPPS)

Who: CRT/Coaches/District  
When: 9.10.18 - 11.10.18  
Frequency: monthly  
Evidence: Choose Your Learning calendar

11. Create MTSS meeting calendar in order to monitor students needing academic/behavior interventions.

Who: Assistant Principal  
When: 9.5.18 - 5.17.18  
Frequency: monthly  
Evidence: MTSS calendar

12. Implement after-school tutoring for struggling students.

Who: CRT  
When: 10.13.18 - 5.17.18  
Frequency: weekly  
Evidence: Tutoring schedule, ELA & Math data

**Person Responsible** Judith Ann Le Moyne (lemoynej@lake.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description**

1. Leadership team meetings will be data driven and identify areas to support instruction for our lowest quartile
2. Guidance will monitor MTSS students monthly
3. ESE Specialist will collate and present CWT data from inclusion classrooms.
4. Professional Development calendar will be monitored for additional areas for teacher support.
5. Implement and monitor after-school tutoring schedule, attendance and progress monitoring

**Person Responsible** Durenda McKinney (mckinneyd@lake.k12.fl.us)

**Activity #3**

**Title** TES school culture will promote a positive, safe and productive learning environment.

**Rationale** If we continue implementing our PBIS program (GROWL) then we will promote a safe and productive school environment.

**Intended Outcome** Suspension rates reduce to 2% monthly, increase attendance rate to from 88.5 % to 90% of students meeting attendance goals.

**Point Person** Angie Hayes (hayesa@lake.k12.fl.us)

**Action Step**

1. School-wide implementation of discipline system.
2. Consistently utilize the WIN-WIN Contract to reduce discipline referrals
3. Consistent monitoring of EWS indicators
4. Monitor implementation of PBIS program through CWT
5. Improve school to family connection by providing monthly GROWL lessons in our school newsletters

**Description**

Who: Guidance/Leadership  
When: Starts 8.13.18 ends 8.31.18  
Frequency: quarterly  
Evidence: EWS data reports, CWT data

**Person Responsible** Carol Peppers (peppersc@lake.k12.fl.us)

**Plan to Monitor Effectiveness**

- Description**
1. PBIS meeting minutes will reflect discussion of EWS data
  2. Family School Liasion will ensure monthly lessons are printed in newsletter

**Person Responsible** Donna Short (shortd@lake.k12.fl.us)

**Activity #4**

**Title**

Teachers will implement researched based literacy strategies during the literacy block to improve reading proficiency.

**Rationale**

If we implement and monitor authentic literacy strategies in the literacy block then reading achievement K-5 will improve.

**Intended Outcome**

Consistently implement authentic literacy strategies in all grade levels through common and collaborative planning Professional Learning Communities, increase student ELA gains in grades 3-5 from 43% to 62% on all diagnostic and district assessments, 3rd grade ELA mini-assessments will reflect 62% of students are meeting standards mastery, Grades K-2 will increase student independent reading time increasing the % time from baseline to mid year using the CWT tool.

**Point Person**

Lindsey Holmes (holmesl@lake.k12.fl.us)

**Action Step**

1. School leaders will support teachers with effective authentic literacy lesson planning to ensure purposeful instruction designed to target reading skills for all students.

Who: Literacy Coach and Literacy Committee

When: 8.30.18 - 5.17.18

Frequency: weekly

Evidence: PLC agendas, CWT

2. Develop and provide professional development in best practices for the Literacy block ( literacy with conferring, annotating text, close reading, writing rubrics)

Who: Administration/Coaches/Lead teachers

When: 9.5.18 ends 12.14.18

Frequency: Reevaluate monthly

Evidence: PLC Agendas, Choose Your Learning calendar

**Description**

3. School-wide implementation of Just take 20 - promoting reading both in school and at home.

Who: Literacy Coach and Literacy Committee

When: 8.30.18 - 5.17.18

Frequency: monthly

Evidence: school-based JT20 calendar, Literacy committee agendas. PLC agendas

4. Examine and disaggregate data to identify students in need of intervention/acceleration and provide scheduled time in master schedule to address these needs.

Who: Literacy Coach and Literacy Committee

When: 8.30.18 - 5.17.18

Frequency: monthly

Evidence: Leadership Meeting minutes, Master Schedule

**Person Responsible**

Lindsey Holmes (holmesl@lake.k12.fl.us)

**Plan to Monitor Effectiveness**

<b>Description</b>	<ol style="list-style-type: none"><li>1. Coaches and grade chairs will develop and utilize a schedule for attending and supporting common/collaborative planning.</li><li>2. Leadership team will monitor lesson plans weekly during PLC to ensure they provide opportunities for authentic literacy.</li><li>3. Leadership team will conduct CWT to monitor authentic literacy use in classrooms</li></ol>
<b>Person Responsible</b>	Lindsey Holmes (holmesl@lake.k12.fl.us)

## 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**

TEL qualified this school year for Title 1. Consequently, one of our first plans was to hire a Family School Liaison to assist with our school to family connection. Her position will be used to ascertain the needs of our families and to provide necessary resources to promote academic, social/emotional and behavioral success. Her current initiatives are:

1. Promote Just take 20 our reading initiative with our families. She will act as the contact person by providing monthly information through our school newsletter and gathering reading resources for our students to use at home.
2. Work in conjunction with Leadership team to coordinate family events throughout the school year (Take your Children to School, Parent University, Literacy Night, STEM etc.)
3. Recruit community resources to assist with our three focus areas.

Additionally, TEL will continue to promote our positive behavior program GROWL with an emphasis on the family connection. A GROWL lesson will be published in our school's monthly newsletter, spotlighting how parents are able to help shape student behavior at school. Also Teachers will continue to recognize positive student behavior by sending home GROWL postcards noticing the student's parents their child was selected for the Golden GROWL. Both will support promoting a safe environment for learning focus area.

One final area, will be our to focus on individual needs through our MTSS program where students academic and behavioral needs are discussed and solved with our parents and families. Additionally, student achievement will be honored through Student of the Month celebration and the establishment of our Honor Society chapter.

#### **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**

Students are taught by the guidance counselors and their teachers, that they may see their guidance counselor as needed. A system is in place for students to sign up for this on an as needed basis. Parents are encouraged to contact the school teachers and/or guidance counselor if they have any concerns for their child. Teachers often ask guidance counselors to sit in on parent conferences for various reasons. We have a social worker who comes to the school weekly to address any concerns we



have for families. The social worker often makes home visits to meet with parents on a myriad of issues. The school has a school psychologist who has a behavioral specialist degree. She observes students and works with staff to meet their social-emotional needs. She is part of our Child Study Team as we move students into various areas of Special Education services. The psychologist also works with the MTSS team on behavioral student intervention development and monitoring. In addition to the above procedures, our guidance counselors coordinate Cum reviews each year with teachers and leadership where they discuss student needs and begin identifying our students who may need extra interventions and would benefit from Multi-tiered Support System (MTSS). All MTSS meetings are lead by our guidance counselors who share appropriate data and monitor student progress in association with teachers.

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

Voluntary Preschool (VPK) funded by .5 VPK is offered at Tavares Elementary throughout the school year to assist students in achieving readiness skills for kindergarten. Tavares Elementary also provides two ESE Prekindergarten full day all year classrooms for identified at risk children. The Kindergarten teachers and the Curriculum Resource Teacher provide a "Kindergarten Round-Up" program in the spring. The kindergarten teachers provide parents and upcoming kindergarten students with information about the curriculum expectations for the upcoming year. The students will tour the school, have the opportunity to go through the cafeteria line, and ride on a bus. Parents will be provided resources to use with their child to prepare them for kindergarten.

Additionally, all fifth grade exceptional education students who are transitioning to middle school have articulation meetings with the new school in order to ensure continuity and equity of services. Due to our partnership with the middle school, our Fifth grade teachers met with Sixth grade teachers to discuss in a vertical articulation meetings, the keys to academic success which was communicated to fifth grade students helping to make the transition more effective.

Teachers have developed as assessment instrument to be used with students to determine readiness skills. The instrument is given to incoming kindergarten students prior to the beginning of the school year. The screening results also assist in balancing the kindergarten classes in the fall. In addition, each child is given FLKRS during the first 30 days of school to help determine Pre-Kindergarten readiness skills which the curriculum will need to address.

A "Meet the Teacher" meet and greet event is held in the early evening hours the week before school starts. Students and parents have the opportunity to visit their classrooms and meet their teacher to receive beginning of the year information.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all kindergarten students within the first 30 days to determine readiness skills. This data is used to differentiate instructional strategies within the classroom.

N/A

**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:

Tavares Elementary is a Title 1 school for 2018-19 year.

Title I, Part C Migrant:

The Title Services Department provides a Migrant Liaison who works with the school's guidance counselors, and the CRT to ensure migrant students do not face additional educational challenges.

Title I, Part D:

The Title Services Department receives funding for services targeting delinquent and neglected students. T

Title II:

The Academic Services Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the Academic Services Department at the district level.

Title III:

The Academic Services Department coordinates funding for services to English Language Learners (ELL). The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include, but are not limited to, Rosetta Stone.

Title X, Homeless:

The Guidance Counselor, Social Worker, Family Liaison, and office support staff work together with the Principal, to ensure that all students who qualify for services under the McKinney - Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI):

The funds will be used to provide additional services to low performing subgroups in the areas of reading and mathematics. This assistance will include, but is not limited to, before and after school tutoring remediation programs.

Violence Prevention Programs:

Tavares Elementary School participates in the Too Good for Drugs, Bully Proofing Your School prevention programs. The school is implementing the Positive Behavior Support (PBiS) program which promotes positive behavior.

Nutrition Programs:

Tavares Elementary School participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 76% of which are economically disadvantaged.

**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

<b>Total:</b>	<b>\$0.00</b>
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