# Mascotte Elementary School



# 2019-20 School Improvement Plan

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# Mascotte Elementary School

## 460 MIDWAY AVE, Mascotte, FL 34753

### https://mse.lake.k12.fl.us//

## Demographics

## Principal: Tiffany Mayhugh Rego

Start Date for this Principal: 7/1/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>PK-7 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Black/African American Students<br>Economically Disadvantaged Students<br>English Language Learners<br>Hispanic Students<br>Multiracial Students<br>Students With Disabilities<br>White Students |
| **School Grade** | 2018-19: C |
| **School Grades History** | 2017-18: C |
| | 2016-17: C |
| | 2015-16: C |
| | 2014-15: C |
| | 2013-14: C |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | Diane Leinenbach |
| **Turnaround Option/Cycle** | |
| **Year** | |
| **Support Tier** | NOT IN DA |

| **ESSA Status** | TS&I |
|---|---|

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

N/A

## 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**

At Mascotte Charter School, we strive to develop a growth mindset in our students that inspires them to Learn, Grow, and Achieve.

**Provide the school's vision statement**

Our students will develop the confidence and motivation to explore all of their possibilities.

### 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 |
|---|---|---|
| Mayhugh-Rego, Tiffany | Principal | |
| Brown, Terri | Instructional Coach | Literacy Leadership Team, Professional Development, Curriculum and Instruction, New Teacher Academy, MTSS, Intervention, Title 1 Compliance |
| McMillan, Mary Lou | Instructional Coach | Curriculum and Instruction, Data Analysis, Progress Monitoring, Intervention, Title 1 Compliance, Title 1 Tutoring Program |
| Johnson, Radean | Assistant Principal | Teacher Evaluations, Facilities, Coaching |
| Locuson, Gary | Dean | Curriculum and Instruction, Coaching, Discipline, Events |
| Newman, Wendi | Other | Lower Quartile Intervention, New Teacher Coaching and Retention, Literacy Leadership |
| Bultema, Leah | Other | Guidance Potentials Specialist, MTSS, Data Analysis, Attendance Committee, ESOL |
| Ramkissoon, Anita | Other | ESE Specialist, IDEA |

### 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 | 148 | 137 | 125 | 113 | 129 | 113 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 765 |
| Attendance below 90 percent | 2 | 8 | 10 | 7 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| One or more suspensions | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 6 | 24 | 32 | 33 | 32 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 163 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 47 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |

**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 | 6 | 12 | 16 | 15 | 22 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

**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 | 12 | 17 | 8 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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

**Date this data was collected or last updated**
Sunday 8/18/2019

**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 | 22 | 10 | 13 | 11 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| One or more suspensions | 0 | 3 | 4 | 6 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Course failure in ELA or Math | 9 | 42 | 14 | 28 | 48 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 29 | 47 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 11 | 2 | 2 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

**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 | 22 | 10 | 13 | 11 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| One or more suspensions | 0 | 3 | 4 | 6 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Course failure in ELA or Math | 9 | 42 | 14 | 28 | 48 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 29 | 47 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 11 | 2 | 2 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

## 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 | 52% | 68% | 61% | 51% | 67% | 60% |
| ELA Learning Gains | 44% | 63% | 59% | 48% | 53% | 57% |
| ELA Lowest 25th Percentile | 40% | 56% | 54% | 46% | 46% | 52% |
| Math Achievement | 51% | 70% | 62% | 55% | 69% | 61% |
| Math Learning Gains | 51% | 65% | 59% | 53% | 60% | 58% |
| Math Lowest 25th Percentile | 24% | 54% | 52% | 34% | 51% | 52% |
| Science Achievement | 52% | 59% | 56% | 35% | 65% | 57% |
| Social Studies Achievement | 0% | 83% | 78% | 0% | 77% | 77% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Number of students enrolled | 148 (0) | 137 (0) | 125 (0) | 113 (0) | 129 (0) | 113 (0) | 0 (0) | 0 (0) | 765 (0) |
| Attendance below 90 percent | 2 (22) | 8 (10) | 10 (13) | 7 (11) | 5 (8) | 6 (6) | 0 (0) | 0 (0) | 38 (70) |
| One or more suspensions | 0 (0) | 1 (3) | 0 (4) | 2 (6) | 1 (4) | 0 (7) | 0 (0) | 0 (0) | 4 (24) |
| Course failure in ELA or Math | 6 (9) | 24 (42) | 32 (14) | 33 (28) | 32 (48) | 36 (60) | 0 (0) | 0 (0) | 163 (201) |

## EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (29) | 47 (47) | 53 (73) | 0 (0) | 0 (0) | 100 (149) |

**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.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 62% | 60% | 2% | 58% | 4% |
| | 2018 | 58% | 61% | -3% | 57% | 1% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 49% | 60% | -11% | 58% | -9% |
| | 2018 | 54% | 59% | -5% | 56% | -2% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -9% | | | | |
| 05 | 2019 | 42% | 59% | -17% | 56% | -14% |
| | 2018 | 38% | 55% | -17% | 55% | -17% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | -12% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | -38% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 50% | 62% | -12% | 62% | -12% |
| | 2018 | 62% | 65% | -3% | 62% | 0% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 52% | 61% | -9% | 64% | -12% |
| | 2018 | 54% | 60% | -6% | 62% | -8% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -10% | | | | |
| 05 | 2019 | 47% | 57% | -10% | 60% | -13% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2018 | 44% | 58% | -14% | 61% | -17% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -7% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | -44% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2019 | 52% | 56% | -4% | 53% | -1% |
| | 2018 | 32% | 54% | -22% | 55% | -23% |
| Same Grade Comparison | | 20% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

## Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 35 | 25 | 22 | 30 | 29 | 26 | 31 | | | | |
| ELL | 31 | 27 | 36 | 38 | 42 | 28 | 26 | | | | |
| BLK | 61 | 53 | | 46 | 53 | | 64 | | | | |
| HSP | 46 | 39 | 36 | 48 | 43 | 21 | 42 | | | | |
| MUL | 60 | | | 30 | | | | | | | |
| WHT | 57 | 46 | 42 | 56 | 60 | 30 | 62 | | | | |
| FRL | 46 | 37 | 39 | 46 | 49 | 22 | 43 | | | | |

| 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 2015-16 | C & C Accel 2015-16 |
| SWD | 19 | 31 | 32 | 31 | 29 | 15 | 12 | | | | |
| ELL | 25 | 41 | 45 | 33 | 38 | 36 | | | | | |
| BLK | 67 | 40 | | 65 | 79 | | | | | | |
| HSP | 46 | 52 | 46 | 49 | 49 | 33 | 28 | | | | |
| WHT | 57 | 42 | 42 | 64 | 55 | 29 | 46 | | | | |
| FRL | 47 | 46 | 46 | 50 | 50 | 34 | 32 | | | | |

## ESSA Data

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 47 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 61 |
| Total Points Earned for the Federal Index | 375 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 36 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 55 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 43 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 45 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |

| Native American Students | |
|---|---|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 50 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 44 |
| 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**

ELA Lowest 25th percentile is the lowest performance area. Contributing factors include a high percentage of students with learning disabilities; 35% of 4th grade and 41% of 5th grade students scoring in the level 1 range were identified as students with learning disabilities. A contributing factor was that we had 1 ESE/VE teacher supporting both 4th and 5th grade students. Key Ideas and Details is our lowest content area in reading.

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

Third grade math showed the greatest decline from the prior year. Progress monitoring data did not indicate this decline in math skills so test taking strategies is a focus area.

**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**

Fifth grade ELA had the greatest gap between the school and the state average. Once again, 41% of the 5th grade students scoring in the level 1 range were identified as students with a learning disability. A contributing factor was that we had 1 ESE/VE teacher supporting both 4th and 5th grade students.

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

Science data showed the greatest improvement from 32% proficient to 52% proficient. Implementation of a new science curriculum from HMH helped increased the rigor of the science instruction. Mascotte piloted a team teaching model that included a dedicated hour of science instruction in grades 1-5.

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

Our two areas of concern are the number of students who experienced a course failure and the high percentage of students that scored in the level 1 range on the ELA and Math FSA.

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

1. ELA Lower Quartile Proficiency
2. SWD Learning Gains in ELA
3. ELL Learning Gains in ELA
4. 3rd Grade Math Proficiency Decline
5. Social and Emotional Learning through Guidance

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | English Language Arts Lower Quartile Proficiency Intervention |
| **Rationale** | School Data data indicates that we are below the 41% threshold for proficiency for our lower quartile in ELA. <br> It's important that all students learn to read proficiently for future success. |

| | |
|---|---|
| **State the measureable outcome the school plans to achieve** | The goal is to improve proficiency of the lower quartile students from 40% to 46% on the ELA FSA assessment. |
| **Person responsible for monitoring outcome** | Tiffany Mayhugh-Rego (mayhugh-regot@lake.k12.fl.us) |
| **Evidence-based Strategy** | Provide professional development for all teachers in cooperative learning and integrated literacy strategies. Our Academic Potential Specialist will provide ELA intervention for the lower quartile students through Flight Academy. We will use Title I monies for additional in-school tutors for grades K-5. Each student will receive 1.5 hours of intervention per week. |
| **Rationale for Evidence-based Strategy** | Our goal is to provide opportunities for students to read, write, think and speak about their learning each day. Kagan professional development will provide teachers with strategies to encourage and increase classroom discourse and accountable talk. Integrated Literacy will provide teachers with teaching strategies to increase the background knowledge of students and increase comprehension skills through standards based instruction. |

| Action Step | |
|---|---|
| **Description** | 1. Provide Kagan Day 2 professional development for all instructional staff. <br> 2. Provide Integrated Literacy professional development for all instructional staff. <br> 3. Analyze ELA data to identify the lower quartile students. <br> 4. Assign students to intervention teachers/tutors and provide materials for instruction. <br> 4. Monitor student progress using Star Reading Assessment <br> 5. Monitor student progress using IStation ISIP assessment |
| **Person Responsible** | Terri Brown (brownt1@lake.k12.fl.us) |

| #2 | |
|---|---|
| **Title** | Students With Disabilities Learning Gains |
| **Rationale** | ELA learning gains for our SWD students dropped from 31% in 2018 to 25% in 2019. Improving reading proficiency for our students will increase achievement. |
| **State the measureable outcome the school plans to achieve** | Increasing the reading proficiency of SWD students to 33% is an achievable goal. |
| **Person responsible for monitoring outcome** | Anita Ramkissoon (bajrangia@lake.k12.fl.us) |
| **Evidence-based Strategy** | Increasing the number of Exceptional Student Education teachers serving the needs of students. Each grade level 2nd through 5th has a full time VE teacher assigned to work with students to fulfill IEP requirements and provide classroom support through an inclusion model. Kindergarten and first grades share one VE teacher who works with 8 students. |
| **Rationale for Evidence-based Strategy** | Grade level ESE teachers are able to focus their time and expertise on teaching grade level ELA standards to our students. Teachers will facilitate student learning during small group instruction and provide support for teachers in meeting the accommodations and goals stated within each student's Individual Education Plan. |
| Action Step | |
| **Description** | 1. Hire additional VE teachers to serve students<br>2. Create a schedule that allows each VE teacher to serve students in 1 grade level.<br>3. Use Star Reading to monitor progress of students<br>4. Use IStation to monitor progress for Kindergarten<br>5. VE teachers will attend monthly data meetings with their assigned grade level |
| **Person Responsible** | Tiffany Mayhugh-Rego (mayhugh-regot@lake.k12.fl.us) |

| #3 | |
| --- | --- |
| **Title** | English Language Learners Learning Gains |
| **Rationale** | ELA learning gains for our ELL students dropped from 41% in 2018 to 27% in 2019. ELL students scoring in the lower quartile on either FSA or STAR Reading will receive additional support from a tutor funded through Title 1. Sessions will focus on learning both general and academic vocabulary. |
| **State the measureable outcome the school plans to achieve** | Increasing learning gains from 27% to 35% is an achievable goal. Achieving the 41% threshold would be ideal for our students. |
| **Person responsible for monitoring outcome** | Mary Lou McMillan (mcmillanm@lake.k12.fl.us) |
| **Evidence-based Strategy** | Students will receive two 45 minutes sessions of vocabulary instruction weekly from October through April as scheduled by our district Title 1 office. Students attend intervention classes during their special area block. |
| **Rationale for Evidence-based Strategy** | ELL students are simultaneously learning a new language and academic content in their classrooms. The Title 1 intervention teacher reinforces this learning by coordinating with classroom teachers concerning ELA vocabulary lists, science and social studies vocabulary and content, and general everyday vocabulary needs. |
| **Action Step** | |
| **Description** | 1. Attend Title 1 Intervention budget meeting<br>2. Hire a intervention teacher and a paraprofessional assistant<br>3. Analyze WIDA and FSA data to choose students who will benefit from additional assistance<br>4. Create a schedule and provide materials for the intervention<br>5.Analyze progress monitoring data for students and make adjustments based on the data |
| **Person Responsible** | Mary Lou McMillan (mcmillanm@lake.k12.fl.us) |

| #4 | |
|---|---|
| **Title** | Third Grade Math Proficiency |
| **Rationale** | Third grade math proficiency on the FSA Math Assessment dropped from 62% proficiency in 2018 to 50% proficiency in 2019; a 12% decline. Progress monitoring data did not predict or indicate this decline. |
| **State the measureable outcome the school plans to achieve** | Increasing 3rd grade math proficiency from 50% back to 62% is an achievable goal. |
| **Person responsible for monitoring outcome** | Tiffany Mayhugh-Rego (mayhugh-regot@lake.k12.fl.us) |
| **Evidence-based Strategy** | Hire a class size reduction teacher for third grade. Keeping class sizes small will allow teachers to intervene quickly when students struggle with math concepts or academic content. Departmentalize content area teachers to focus instructional expertise. Use ZEARN Math online program to reinforce student learning. |
| **Rationale for Evidence-based Strategy** | According to an NEA policy brief, smaller class sizes increase student achievement by as much as 38%. Teachers actually have the time to analyze student work and data and plan instruction accordingly. This past year our students who attended departmentalized classes for math scored significantly higher on the FSA Math Assessment. We have expanded the number of departmentalized classes this year based on this data. Zearn Math supports our Eureka Math curriculum. |

| Action Step | |
|---|---|
| **Description** | 1. Use Title 1 funds to hire a class reduction teacher in third grade. 2. Keep class sizes to between 15-17 students. 3. Add 7 additional departmentalized team teachers in 3rd through 5th grades. 4. Purchase Zearn Math school account 5. Analyze progress monitoring data for results. |
| **Person Responsible** | Tiffany Mayhugh-Rego (mayhugh-regot@lake.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)**

We are a Growth Mindset focused school. Providing Social and Emotional Learning to our students through our guidance department is an additional priority.

## 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

Positive interactions and relationships with families and community members are supported through the Title 1 Family Engagement Plan. We host multiple events throughout the year involving families and community members in both academic and creative experiences at school. Events include; Orlando Science Center Science Night, Eagle Family Picnic, The Vocabulary Parade, Kindergarten Grandparent Reading Rally, Science Fair Night, Kindergarten Musical, Mascotte Showcase, Parent Conference Nights, and Family Literacy Nights. Our school has programs in place such as Accelerated Reader to promote and reward students for making reading a priority. As a Growth Mindset Model School, we promote positive relationships and interactions between students and staff through school-wide initiatives and training.

**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

Mascotte Charter School has a comprehensive MTSS system to address the social, emotional, and behavioral concerns of our students. The MTSS team members may include, Administration, Certified School Counselors, Licensed Mental Health Counselor, School Psychologist, ESE Specialist, Registered Nurse, Teachers, Parents, Guidance Potential Specialist, Pass Instructor, Literacy Coach, Curriculum Resource Teacher, and the Instructional Dean. MTSS focuses on serving all of our students through a continuum of care. An active and working system is in place to identify students through early warning signs, utilize evidence based need services that coincide with the student's specific social, emotional and/or behavioral needs and frequent monitoring of student progress to make sound decisions to either continue/update the intervention or goals or proceed to the next tier level.
Screening/Assessment tools that may be utilized for assessment, diagnosis, to identify treatment needs/goals and support recovery:
• The screener may include information from the Early Warning Signs Indicators (Grades, Referrals, Attendance), answers to questions referencing mental health needs on the registration forms, SAEBRS, the Strength and Difficulties Questionnaire, Brief Problem Checklist,
• Students will be screened within 15 days of a referral based on individual student need, parent or teacher request, MTSS Team request, or mental health specific information documented on the school registration forms.
• If a student requires an additional level of care beyond the in-school mental health services, a referral will be completed for services to be provided by the community based mental health agency. Follow up will occur with the agency to confirm initiation of services within 30 days of referral.

The Mental Health Team will coordinate mental health services and seek to establish partnerships with community based agencies and mental health providers. The focus of these partnerships will be to provide interventions, counseling, training, education, and follow-up services.

Mental Health Support Staff/Team at Mascotte Charter School includes:
• Professional School Counselors (2) – Serve the entire student population, PreK-5th grade, by providing various services, which includes providing classroom, small group and individual counseling promoting the academic, career, and social/emotional development of all students. The school counselors also assist with the implementation and direct services provided to students, which include MTSS, ESOL and 504.
• Licensed Mental Health Counselor (1) – Identify, assess, and treat students' symptoms related to their specific diagnosis or social/emotional/behavioral needs. The LMHC will also monitor student's progress, collaborate with parents and school staff, create treatment plans, and process referrals as needed.
• Registered Nurse – Manages student healthcare plans, participates in the 504 eligibility and annual review process for students requiring a medical 504, trains staff to work with students' various healthcare needs, collaborates with school staff, parents, teachers and healthcare professionals regarding students' medical concerns.
• Instructional Dean – Serves as a central resource person for pupil personnel services to include the counsel of students and parents where behavioral problems are involved.
• PASS Instructor – Provides a supervised and structured environment for students assigned to the in-school suspension program. Works with classroom teachers to coordinate the academic activities of assigned students and support students in completing the assigned work along with the implementation of social/emotional learning, behavioral and academic support.
• Guidance Potential Specialist – Will track and record the number of students who are referred, screened, assessed and receive services/assistance through Mascotte Charter School and outside agencies.
• ESE Specialist – Assist with the assessment, identification and eligibility process for students who may be in need of additional support services related to academic, emotional and behavioral support. This may include completion of a FBA/BIP directly corresponding to the student's individual needs.

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

One VPK is a full year program funded through Title One that serves 20 targeted students from our economically disadvantaged population. The other VPK teacher has two, single semester classes of 20 student each. This allows us to fully prepare 60 of our incoming kindergarten students. VPK teachers communicate with parents through two required parent conferences which are scheduled at the middle and end of the program.

The school leadership team revised the special area schedule to allow our 4th and 5th grade students to choose 2 electives during the 8 day rotation. Choices included Music Ensemble, Drama/Theater, Gardening, Science Brain Busters, Maker Space, Team Sports and Team Games. These experiences will better prepare our students for middle school.

The counselors coordinate with the counselor from the main feeder middle school to come to do a presentation at the end of the year with the 5th graders that covers the transition into 6th grade. The counselors also distribute info regarding the camp put on by the middle school in the summer to assist the incoming 6th graders with the transition. The counselors are responsible for the transfer of records to the middle school. When this transfer takes

place, they articulate all pertinent information to the middle school counselor(s) (academic, social-emotional, mental health, etc.).

We host an annual Mascotte Showcase to register new kindergarten students. Our kindergarten teachers provide orientation sessions in their classrooms for the parents and students.Parents are provide with expectations and examples of what a typical day in kindergarten is like at Mascotte Charter School. We provide materials and activities for the students to complete over the summer in order to be ready to start school in the fall.

**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**

Our school implements the Multi-Tiered System of Supports at all levels. Once a child is identified as needing support they are entered into the MTSS process and meetings held with teachers, parents and the MTSS team. Every student's progress is monitored through classroom assessments, Istation, and STAR Reading and Math assessments. Classroom schedules allocate daily MTSS intervention times for both reading and math in all grade levels. We implement a Positive Behavior System as our Core(Tier 1) behavioral plan for the MTSS process.The MTSS committee works with grade level teams, the ESE department and curriculum to determine appropriate materials for interventions and assessments.

Title I, Part A
Funds are used to provide intervention classes during the school day. Parent Involvement funds are used for Family Engagement and communication about student progress. Title 1 provides funding for; 1 teacher, 7 teacher assistants, 1 literacy coach, 1 potential specialist, 2 in-school tutors and 1 in-school TA. Title 1 funds parent involvement activities, professional development for teachers, and instructional materials for students.

Title I, Part C
Migrant Education Program staff provide services and support to eligible students and parents. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.
Title I Part D
The Program Specialist for the Neglected and Delinquent program provides services for identified N&D students. Guidance works with LEA to ensure that our students who qualify for assistance receive services.

Title ll funds are used to provide high-quality professional development.

Title III- We work closely with the LEA staff to identify and provide services for ELL students.

Title lX- Homeless
The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Our school has developed partnerships with local businesses that support college and career awareness. Business partners include Cherry Lake Tree Farm, Kiwanis Club, Brighton Builders, Maronda Homes, Chick-Fli-A, Boy and Girl Scouts,and Publix Grocery Stores. Our students grow a garden and maintain a greenhouse(which they helped build). The ESE department sells donated pastries to staff as an career awareness activity and our chorus sings for nursing homes in the area. Our students learn about helping others through these activities.

## Part V: Budget

| 1 | III.A | Areas of Focus: English Language Arts Lower Quartile Proficiency Intervention | $0.00 |
|---|---|---|---|
| 2 | III.A | Areas of Focus: Students With Disabilities Learning Gains | $0.00 |
| 3 | III.A | Areas of Focus: English Language Learners Learning Gains | $0.00 |
| 4 | III.A | Areas of Focus: Third Grade Math Proficiency | $0.00 |
| | | Total: | $0.00 |