

Citrus County Schools

Lecanto Primary School



2019-20 School Improvement Plan

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Lecanto Primary School

3790 W EDUCATIONAL PATH, Lecanto, FL 34461

<https://lps.citruschools.org/>

Demographics

Principal: Vicki Lofton

Start Date for this Principal: 6/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: B 2015-16: B 2014-15: A 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
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

This plan is pending approval by the Citrus County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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

In connection with its children, families, and community, LPS promises to provide quality instruction, a challenging learning environment, and a lasting partnership to create life-long learners.

Provide the school's vision statement

Bringing inspiration and innovation to every student!

School Leadership Team

Membership

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

Name	Title
Lofton, Vicki	Principal
Principal	
Baize, Jaime	Assistant Principal
Assistant Principal	
Bowman, Shennen	Guidance Counselor
Guidance Counselor	
Collins, Debi	Other
Other	
Loreth, Michelle	Instructional Coach
Instructional Coach	

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	119	125	133	124	138	152	0	0	0	0	0	0	0	791
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	5	9	8	15	12	12	0	0	0	0	0	0	0	61
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	2	27	43	0	0	0	0	0	0	0	72

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	18	0	2	1	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Monday 6/10/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	57%	59%	57%	55%	59%	56%
ELA Learning Gains	50%	56%	58%	51%	50%	55%
ELA Lowest 25th Percentile	32%	48%	53%	37%	41%	48%
Math Achievement	60%	60%	63%	66%	66%	62%
Math Learning Gains	51%	54%	62%	63%	56%	59%
Math Lowest 25th Percentile	32%	39%	51%	36%	39%	47%
Science Achievement	60%	60%	53%	56%	61%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	119 (0)	125 (0)	133 (0)	124 (0)	138 (0)	152 (0)	791 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	5 ()	9 (0)	8 (0)	15 (0)	12 (0)	12 (0)	61 (0)
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)	0 (0)	2 (0)	27 (0)	43 (0)	72 (0)

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	64%	61%	3%	58%	6%
	2018	56%	63%	-7%	57%	-1%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	50%	55%	-5%	58%	-8%
	2018	51%	54%	-3%	56%	-5%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				
05	2019	55%	58%	-3%	56%	-1%
	2018	55%	55%	0%	55%	0%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	58%	1%	62%	-3%
	2018	61%	67%	-6%	62%	-1%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	58%	59%	-1%	64%	-6%
	2018	71%	66%	5%	62%	9%
Same Grade Comparison		-13%				
Cohort Comparison		-3%				
05	2019	56%	60%	-4%	60%	-4%
	2018	64%	61%	3%	61%	3%
Same Grade Comparison		-8%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	58%	0%	53%	5%
	2018	56%	59%	-3%	55%	1%
Same Grade Comparison		2%				
Cohort Comparison						

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	15	21	30	18	11	5					
ELL	36			55							
HSP	62	56		62	56		55				
MUL	30			27							
WHT	58	50	35	61	52	33	60				
FRL	55	49	33	53	45	31	55				

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	17	35	29	27	27	11	23				
HSP	62	56		68	76						
MUL	64			57							
WHT	54	52	38	66	60	33	58				
FRL	49	49	36	61	58	35	51				

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	49
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	
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
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	46

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
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	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	46
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

SWD was the lowest performing component/subgroup- ELA 15%, MA 18%, ELA LG 21% MA LG 11%, and MA BQ 5%

We believe the interventions for struggling students did not meet the needs of all the students (either in content or time provided).

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

The cohort from 4th to 5th in Math achievement declined 15%. Additionally, SWD subgroup saw a 14% decline in ELA Learning Gains and Multiracial subgroup saw a 34% decline in ELA achievement level. We believe we did not have an effective way to identify these students to provide effective interventions for their individual needs.

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

Fourth grade ELA achievement level - 50% with the State at 58% (-8%)

Fourth grade MA achievement level - 58% with the State at 64% (-6%)

We believe the remedial materials used did not meet the needs of all students.

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

3rd grade ELA (Same grade comparison) increased 8%

5th grade ELA (Cohort comparison) increased 4%

We used instructional coaches for 3rd grade and 5th grade, we had professional development in ELA block, and we implemented skill group "boot camp" before and during school to assist students in their specific deficit areas based on district assessment.

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

According to our data, school attendance is an area of concern. Strategies to inform families and assist in increasing attendance will be implemented.

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

1. ELA achievement
2. Math achievement
3. SWD learning gains and bottom quartile learning gains in both ELA and Math
4. Multi-racial learning gains in both ELA and Math
5. Behavior/Attendance/Social Emotional Health

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement in ELA.
Rationale	Student achievement was at 57% grades 3-5, current learning gains were at 50%, current bottom quartile was at 32%.
State the measureable outcome the school plans to achieve	Achievement levels, learning gains, and bottom quartile will increase by 10 percentage points.
Person responsible for monitoring outcome	Vicki Lofton (loftonv@citrus.k12.fl.us)
Evidence-based Strategy	iReady/LAFS will be implemented for whole group explicit instruction, online independent student practice/support, and tiered intervention.
Rationale for Evidence-based Strategy	We chose evidence-based iReady to implement rigorous standards-based instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of iReady 2. Implement LAFS 3. Instructional coaching 4. Collaboration and Data Monitoring 5.
Person Responsible	Vicki Lofton (loftonv@citrus.k12.fl.us)

#2	
Title	Improve student achievement in math
Rationale	<p>Math achievement decreased from 66% to 60% overall 3rd through 5th</p> <p>Learning gains decreased from 63% to 51%</p> <p>Bottom quartile learning gains decreased from 36% to 32%</p> <p>Multiracial subgroup learning gains is 27%</p> <p>SWD learning gains is 18%</p>
State the measureable outcome the school plans to achieve	Math achievement level, bottom quartile, multiracial subgroup and SWD subgroup will increase by 10 percentage points
Person responsible for monitoring outcome	Vicki Lofton (loftonv@citrus.k12.fl.us)
Evidence-based Strategy	i-Ready/MAFS will be implemented for whole group explicit instruction, online independent student practice/support and tiered interventions.
Rationale for Evidence-based Strategy	We chose evidenced-based i-Ready program to implement rigorous standards based instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of i-Ready 2. Instructional coaching 3. Collaboration and data monitoring 4. implementation of MAFS 5.
Person Responsible	Vicki Lofton (loftonv@citrus.k12.fl.us)

#3	
Title	Increase student achievement in ELA and Math for our Multiracial subgroup.
Rationale	Multiracial subgroup was 30% of 3 and above.
State the measurable outcome the school plans to achieve	Students will achieve at or above the 41% target.
Person responsible for monitoring outcome	Vicki Lofton (loftonv@citrus.k12.fl.us)
Evidence-based Strategy	iReady/LAFS will be implemented for whole group explicit instruction, online independent student practice/support, and tiered intervention.
Rationale for Evidence-based Strategy	We chose evidence-based iReady to implement rigorous standards-based instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Use Sanford Harmony lessons to improve inclusive practices. 2. Implementation of iReady 3. Implement LAFS 4. Instructional coaching 5. Collaboration and Data Monitoring
Person Responsible	Vicki Lofton (loftonv@citrus.k12.fl.us)
#4	
Title	Social/Emotional Health
Rationale	Early Warning System/SAEBRS tool identifies significant need for social and emotional learning.
State the measurable outcome the school plans to achieve	Increase the number of positive referrals, student recognition, and PBIS participation.
Person responsible for monitoring outcome	Shennen Bowman (bowmans@citrus.k12.fl.us)
Evidence-based Strategy	PBIS and Sanford Harmony.
Rationale for Evidence-based Strategy	Sanford Harmony curriculum promotes positive social and emotional behaviors. PBIS establishes social culture and behavioral supports needed for all students for social and academic success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Daily Sanford Harmony 2. Quarterly PBIS events 3. Social skills instruction by school counselor 4. Partnership with community counseling services 5.
Person Responsible	Shennen Bowman (bowmans@citrus.k12.fl.us)

#5	
Title	Increase student achievement in ELA, Math and Science for the SWD subgroup
Rationale	ELA Achievement level for SWD subgroup is 15% 3 and above Math achievement level for SWD subgroup is 18% 3 and above Science achievement level for SWD subgroup was 0% 3 and above
State the measureable outcome the school plans to achieve	ELA, math and science achievement level for the SWD subgroup will increase by 10 percentage points.
Person responsible for monitoring outcome	Vicki Lofton (loftonv@citrus.k12.fl.us)
Evidence-based Strategy	i-Ready/LAFS/MAFS will be implemented through explicit whole group instruction, online independent student practice/support and tiered interventions.
Rationale for Evidence-based Strategy	Evidenced based i-Ready program to implement rigorous standards-based instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of i-Ready program 2. ESE staffing specialist meeting with ESE teachers to review data and plan for instruction 3. Instructional coaching 4. Collaboration and data monitoring with the classroom general education teacher 5. Implementation of LAFS and MAFS
Person Responsible	Vicki Lofton (loftonv@citrus.k12.fl.us)

#6	
Title	Improve Student Attendance
Rationale	Our student attendance rate is currently...
State the measurable outcome the school plans to achieve	We strive to increase our attendance rate to 95%.
Person responsible for monitoring outcome	Vicki Lofton (loftonv@citrus.k12.fl.us)
Evidence-based Strategy	Home-School Communication and Sanford Harmony.
Rationale for Evidence-based Strategy	Home-School communication builds relationships and promotes positive educational habits. Sanford Harmony builds relationships between teachers to students and students to students as well as improves the overall culture and climate of the school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher communication with parents 2. Post-cards home from peers 3. Before school academic tutoring 4. Most Improved Panther Tags (student recognition) 5.
Person Responsible	Vicki Lofton (loftonv@citrus.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)

Monthly data chats and data analysis will help us monitor all areas simultaneously
 Weekly whole staff collaboration sessions will allow us to monitor and make instructional decisions in a timely manner
 iReady and Ready curriculum materials will promote instruction/practice with the necessary rigor needed to meet the standards.

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

In addition to our annual parent nights and family activities, we have added a Title 1 Parent Information Night for all grade levels to assist parents. We have surveyed all parents for the best way to communicate with them and intend to utilize their preferred method.

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

In addition to our counseling and mentoring services, we have social skills taught on the Specials wheel weekly for all students throughout the school year. All classrooms utilize the social-emotional curriculum Sanford Harmony daily. We have a behavior TOSA who assists teachers and students with small group social skills. We have a sensory room area for students who require that assistance. All classrooms have a "how are you feeling chart" to quickly assess how their students are feeling daily. All students have completed "interest inventories" so the teacher can utilize that information to build strong relationships and work with the students interests for instruction as well as the social-emotional aspect of each child.

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

We have student groups visit and talk with our outgoing fifth graders before they transition in addition to a visit where our outgoing fifth graders visit the Middle school to learn about what is offered for them. Additionally, we hold a Kindergarten Round-up in the spring to help introduce new Kindergarten students and families to the school, complete registrations, and familiarize the children with the classroom setting.

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

All decisions are based on our school improvement goals that is a result of strategic planning involving staff and School Advisory Council members. Our Leadership team holds meetings every Monday morning to discuss personnel, instructional, and other needs of the school. School Principal, Vicki Lofton is responsible for leading the meeting. School Advisory Council meetings are held at the school at 4:15 on 9/18/19, 11/20/19, 1/15/20, 3/18/20, 4/15/20 to discuss needs of the school, gain input from council members including parents/community members. School Improvement goals are discussed, input is received, and a budget is agreed upon for school improvement funds. Title 1 budget is shared and agreed upon as well. The focus is on matching the needs of the students, based on data, to the funds received. We have a staff member assigned to maintain inventory of all resources (they are marked accordingly) and located where they are accessible for all instructional personnel. We gain input from families during Problem Solving meetings where the individual needs of students are discussed, data is reviewed, and resources are aligned to match the needs of the individual students. Additionally, we have monthly data chats with all instructional personnel where we review student achievement data from a variety of

sources, discuss areas of need, align resources, set a plan of action, and evaluate our progress to date.

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

We utilize SKYPE opportunities to bring a wide variety of occupations to life for our students (authors, biologists, museum curators, park and recreation rangers, etc) from around the world to expand our students knowledge of college and career awareness. We have a partnership with the Rotary Club of Sugar Mill Woods, VFW, GTE banking organization, YMCA, and various other community entities. We establish field trips with Duke Power, Marine Science Station, the Emergency Operations Center, Fire Fighters, Law Enforcement, and more.