

# Brevard Public Schools School Improvement Plan 2018 -2019

**Superintendent:**

Dr. Mark Mullins

**Asst. Supt. of Leading and Learning:**

K. Jane Cline

**Principal Supervisor:**

Tara Harris

**Name of School:**

Lewis Carroll Elementary

**Principal:**

Jenifer Born

**SAC Chairperson:**

Joyce Clark

School Grade History	2017-18:	2016-17	2015-16:
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### Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student’s social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

**Mission Statement:**

The mission of the Lewis Carroll Elementary School is to create a culture where students believe in themselves so that they will make a positive influence in the world around them.

**Vision Statement:**

Our vision at Lewis Carroll Elementary School is to create a brain-compatible environment where students can achieve their personal best both academically and socially. Parent and community involvement are critical to the education of each child. Teachers facilitate learning by creating a nurturing environment and providing meaningful experiences that are assessed in equally diverse ways. Students take responsibility for their behavior and learning; their personal best is defined by LIFESKILLS. By achieving academic and personal excellence, students can become contributing members of the community.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

All stakeholders were involved in the development of the School Improvement Plan. At the close of 2017-18 school year, the Lewis Carroll Elementary School Advisory Council (SAC) and school staff agreed that a second year with a goal of collaborative planning focused on higher level, progressive tasks aligned to the full intent of the standard would be beneficial. During pre-planning, staff reviewed current data and trends. SAC reviewed the same data in their first meeting. Trend data for reading shows that scores have declined over the last three years with

70% scoring 3 or better this year compared to 72% in 2015-16. In math 76% of the students scored 3 or better. Science scores have fluctuated significantly from 62% to 78% and then down to 47% in 2017-18. Percentage of learning gains for reading have declined from 63% to 55%. For the lowest 25%, scores declined from 53% to 43% since 2015-16. In math, learning gains was 63% for the last three years. Learning gains for the lowest 25% dropped from 53% in 2016-2017 to 49% in 2017-18.

Discussions among stakeholders showed concern about meeting the needs of the lowest 25% in reading and math. Questions included: Are we providing enough support to Tier 2 and Tier 3 students? Are we teaching to the full intent of the standards? Are we using complex nonfiction texts? What does our science instruction look like? Are students making the necessary connections in order to transfer their learning? Are procedures for MTSS in place in all grade levels? Free and reduced lunch percentages have increased over the last three years. Are we meeting the needs of that demographic?

SCHOOL YEAR	% 3+ ELA	% LG ELA	% LG ELA LOWEST 25%
2017-2018	70	55	43
2016-2017	74	61	45
2015-2016	72	63	53

SCHOOL YEAR	% 3+ MATH	% LG MATH	% LG MATH LOWEST 25%	% 3+ SCIENCE
2017-2018	76	63	49	47
2016-2017	72	63	53	78
2015-2016	72	63	48	62

Initial iReady ELA data for each grade level compared to district averages shows:

- Incoming kindergartners lack phonological awareness, phonics skills, and high frequency words.
- Current first graders are 3 points overall behind their district peers. Phonics, high frequency words, comprehension of both literary and informational texts are all concerns.
- Current second graders are also behind their district peers. Phonological awareness, phonics, high frequency words, vocabulary, and comprehension are all lower than district averages.
- For current third graders, phonics instruction is needed.
- Current fourth graders demonstrated a weakness with high frequency words.
- Current fifth graders need vocabulary instruction as well as comprehension of both literary and informational texts.
- Current sixth graders performed over all better than their peers across the district. The

FSA scores for this group of students, however, only 56% of the students scored 3+ on FSA ELA in 2018.

This data will be used to drive instructional decisions providing support to the students.

## **Brevard Public Schools School Improvement Plan 2018-2019**

### **Part 1: Planning for Student Achievement**

#### **RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Last year, grade level Professional Learning Teams (PLTs) met with administration monthly to review data and student work samples and to discuss instruction. PLTs planned instruction together weekly. The goal was to build capacity and develop a collaborative learning culture. The data talks did not have a measurable impact on ELA student performance. Percentage of 3+ decreased from 74% to 70%, learning gains for all declined from 61% to 55%, and learning gains for the lowest 25% declined from 45% to 43%. After review of the data, teachers questioned whether their instruction and student tasks were meeting the full intent and rigor of the standards. They also questioned text complexity. In addition, there were concerns about meeting the needs of our lowest 25%.

The Insight Survey showed that 88% (up from 85%) of teachers “collaborate at least weekly with teachers and leaders at school to improve instructional plans based on student responses to tasks.” Rising from 90% to 93%, “Teachers at school track the performance of their students toward measurable academic goals.” Insight Survey results for 2018 for Instructional Planning for Student Growth dropped from an index of 8.2 to 7.9. For Peer Culture, the index dropped from 8.9 to 8.3. Another significant drop from 93% to 80% includes “The time I spend collaborating with my colleagues is productive.” According to the data, teachers were collaborating more frequently, but the survey shows that some didn’t find the time productive. Declining scores (85% to 81%) included “I am satisfied with the support I receive at my school

for instructional planning.” Another concerning decrease was “teachers share a common vision of what effective teaching looks like” dropping from 85% to 80%. For the prompt, “The person who evaluates my performance knows how much growth and progress my students have made this year” the percentage dropped from 83% to 61%. Last year there was a change in administration and there was some uncertainty that may have contributed to these declining numbers. Building a foundation for professional learning requires trust and developing trust takes time, clear expectations, support, and follow through.

In 200 classroom visits, the administrative team noted 57 of the lessons incorporated student tasks that included text. The Instructional Practice Guide is focused on the ELA/Literacy shifts in instruction. The tool can be used for coaching and to support improvement in teacher instructional practices in terms of standards alignment. Core Action 1 is focused on lessons that include high quality texts or multiple texts. For Core Action 2, lessons should employ questions and tasks that are text-specific and accurately address the analytical thinking required by the grade-level standards. Core Action 3 is focused on providing all students with opportunities to engage in the work of the lesson. This year at LC, our admin team will be using the IPG to gather additional data and provide feedback to teachers aligned with Core Action 1, 2, and 3. Students need to be involved in work that aligns with the standards and in our Vision for Excellent Instruction it states that lessons consistently focus on complex content that appropriately challenges students to meet the subject and/or grade level standards.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

In fourth through sixth grades, FSA level 4 students and 5 students had significant learning gains in both ELA and Mathematics. All of the level 5 students maintained a level 5 last year in ELA. Learning gains for level 4s measured at 81%. In math, 78% of level 5 students demonstrated learning gains while 86% of level 4 students had learning gains.

In ELA, 79% of third grade students scored 3+, up from 76% the prior year. In sixth grade 79% of the students scored 3+, up from 72% the previous year.

Subject	Level 1	Level 2	Level 3	Level 4	Level 5
ELA	11%	16%	56%	81%	100%
Math	21%	47%	61%	86%	78%

Students scoring level 1 and level 2 did not demonstrate learning gains. Only 11% of level 1 ELA students showed a learning gain and 16% of level 2s showed a learning gain. For math, the statistics are low too with 21% of level 1s showing a learning gain and 47% of level 2s.

Only 56% of fifth grade students last year scored 3+ on FSA in ELA. In the year prior, 75% of those students scored 3+ and the year before 68% scored 3+. For science proficiency, only 47% of the students scored 3+ on the State Science Assessment. In math, only 65% scored 3 or

better. In the year prior, as fourth graders, 67% of those students scored 3+, down from 82% in third grade. This group of students will need regularly scheduled progress monitoring in sixth grade.

School wide, only 43% of the lowest 25% demonstrated learning gains in ELA. Of the lowest 25% in math, only 49% showed learning gains.

At Lewis Carroll Elementary, 89% of our ESE students are included, well above the state target of 83%. Of those students, 46.1% demonstrated learning gains in ELA. Only 10 schools performed had higher scores. Of schools with similar demographics, only 4 performed higher than Lewis Carroll. Of all students 4th-6th, the percentage demonstrating learning gains was 55%. Our students with disabilities are performing very well. At Lewis Carroll, we build our schedules around the needs of our ESE students. From there, we determine how we will manage and provide support within the classroom. Teachers are committed to working together to provide access to the curriculum through a support facilitation model and assistance with academics model.

At Lewis Carroll Elementary, 79% of students in our Gifted Student Program demonstrated learning gains in ELA and 79% also demonstrated learning gains in mathematics. This percentage is significantly higher than the 55% learning shown overall by students in ELA and the 63% showing learning gains in mathematics.

T	2015-2016	2016-2017	2017-2018		2015-2016	2016-2017	2017-2018
School Grade	A	A	B				
ELA Prof. (rank)	72	74	70	Math Prof. (rank)	72	72	76
3rd Grade ELA	68	76	79	3rd Grade Math	82	82	81
4th Grade ELA	76	75	65	4th Grade Math	63	67	69
5th Grade ELA	63	73	56	5th Grade Math	56	68	65
6th Grade ELA	75	72	79	6th Grade Math	75	67	84
ELA LG % (rank)	63	61	55	Math LG % (rank)	63	63	63
ELA L25% LG (rank)	53	45	43	Math L25 LG% (rank)	48	53	49
Science Prof. (rank)	62	78	47				

According to research, collective teacher efficacy has an effect size of 1.57. The productive consequences associated with collective teacher efficacy include greater effort and persistence, conveying high expectations, willingness to try new approaches, increased commitment, and

enhanced parental involvement. The goal is to create opportunities for meaningful collaboration, develop collegial relations, empower teachers, increase teacher involvement in decision making, and help teachers interpret student results and provide feedback.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps. If level 4s and 5s are learning in both reading and math, then it is likely that teachers are teaching to the full intent of the standards. So, the question is, “How do I teach struggling students to the full intent and rigor of the standards? What supports do I need to put in place to provide access for struggling students?” Walk through data shows a need to increase the use of complex text with standards-aligned tasks. At Lewis Carroll Elementary, we are developing a collaborative learning culture through intentional planning with follow through to support teacher planning and instruction based on data to meet the needs of all. Through intentional collaborative planning, teachers will improve practices and increase their use of complex text appropriately challenging all students while supporting them appropriately to meet grade level standards.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

To ensure standards-aligned instruction, Lewis Carroll Elementary teachers are involved in data analysis at the school level, grade level, classroom level, and individual student performance level. Data informs problem solving and all grade levels are responsible for student performance objectives. At Lewis Carroll Elementary, teachers have common planning times and they have standards aligned resources. Teachers have learned the importance of using complex texts. In addition, they know the instructional shifts that must be in place for deep student learning. The LC instructional coach shares Standards Focus Documents with links embedded to keep teachers on track and teachers use common formative assessments to monitor student progress toward learning objectives. Weekly, teachers meet with their grade level Professional Learning Teams for planning and once a month they meet with administrative leadership team in data chats. School administration team gathers data on a walkthrough instrument. Currently, the team is gathering data related to complex text and classroom literacy environments. Student work is analyzed to determine if it meets the full intent of the standards.

**School-Based Goal:** What can be done to improve instructional effectiveness?

Lewis Carroll teachers will engage in intentional collaborative planning aligned with Vision for Excellent Instruction focused on implementing higher level, progressive tasks that are aligned to the full intent of the standard and meeting the academic needs of all.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
Need for professional development	<p>1. Develop a yearlong plan for professional development related to standards-based instruction</p> <p>2. Engage in learning with PLTs and as a faculty to build a common foundation of understanding of instructional shifts for Mathematics and ELA</p> <p>2. Plan trainings (face to face, webinars, Google Classroom, book study, PLT collaboration)</p> <p>3. Provide coaching and feedback using walk through data and IPG</p>	Admin team Instructional Coach	Summer 2018	<p>Google Classroom responses</p> <p>Teacher Follow Ups</p> <p>Observed changes in teacher practice</p> <p>Walkthrough data</p> <p>IPG</p>
Lack of a common vision for what effective teaching looks like	<p>1. Learn about Vision for Excellent Instruction</p> <p>2. Model Visible Learning strategies</p> <p>3. Admin will provide meaningful feedback to teachers</p> <p>4. Coach will model, provide feedback and support improved instructional practices</p>	Admin team Instructional Coach	Preplanning and then monthly throughout year (9/10, 10/8, 11/13, 12/10, 1/21, 2/11, 3/11, 4/8)	<p>Follow ups</p> <p>Peer observation feedback</p> <p>Lesson plans</p> <p>Walk through data</p> <p>IPG</p>
Lack of progress for students in lowest 25%	<p>1. Plan data chats</p> <p>2. Coach will support teacher implementation of intervention strategies by planning, modeling</p>	Admin team, Instructional Coach	Monthly meetings (9/4, 10/2, 11/6, 12/4, 1/15, 2/4, 3/5)	<p>Formative assessment data</p> <p>iReady data</p> <p>Data from MTSS</p> <p>Observed changes in teacher practice</p>

	and providing feedback  3. Monitor student data monthly  4. Schedule common intervention time for each grade level  5. PLTs will collaborate to analyze student achievement data to plan instruction and interventions and monitor progress			Walk through data
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**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:**

Measures the level of implementation of professional practices as a result of school improvement planning.

At Lewis Carroll Elementary, student achievement data shows that a high percentage of Level 4 and 5 students are making learning gains in both ELA and Mathematics and that there is a gap in learning gains for our at risk (lowest 25%) students. Data from classroom walk throughs demonstrates a need to increase use of complex text and also to plan student tasks that require students to analyze the text.

**Qualitative:**

**BASELINE DATA**

On the 2017 Insight Survey, teachers reported:

Teachers at my school share a common vision of what effective teaching looks like (80%)

The time I spend collaborating with my colleagues is productive (80%).

My school has dedicated time for teachers to analyze interim assessment data and/or student work and to plan for future instruction and intervention based on student performance (70%).

**OUTCOME MEASURES**

In Fall 2018, an increased number of teachers will share a common vision of effective teaching, time spent collaborating with peers will be considered productive, and there will be increased time for teachers to collaborate to analyze data and plan for interventions.

Specifically, on the 2018 Insight Survey teachers will report:

Teachers at my school share a common vision of what effective teaching looks like. Increase to 85% in 2018.

The time I spend collaborating with my colleagues is productive. Increase to 85% in 2018.

My school has dedicated time for teachers to analyze interim assessment data and/or student work and to plan for future instruction and intervention based on student performance. Increase to 75% in 2018.



**Quantitative:** Show baseline data and goals set for the end of the year.

**BASELINE DATA**

Initial CWTs with the use of the Instructional Practice Guide showed a need to focus on Core Action 1: Focus each lesson on a high quality text (or multiple texts) and then Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

In Fall 2018 CWT data (CLASSROOM WALKTHRU DATA), 29% (57 of 200) of student tasks observed incorporated text.

**OUTCOME MEASURES**

In April 2019, there will be increased use of complex text documented in classroom walk thru data and shared with staff.

Specifically, in April 2019 CWT data will show that 34% of lessons observed incorporated complex text.

**Qualitative and Quantitative Student Achievement Outcomes:**

**Qualitative:**

There will be an increase in student engagement in standards-aligned tasks monitored and documented through walk thrus and shared with staff. As a result, student achievement scores will increase.

**Quantitative Baseline Data from 2017-18**

	2017-2018		2017-2018
School Grade	B		
ELA Prof. (rank)	70	Math Prof. (rank)	76
3rd Grade ELA	79	3rd Grade Math	81
4th Grade ELA	65	4th Grade Math	69
5th Grade ELA	56	5th Grade Math	65
6th Grade ELA	79	6th Grade Math	84
ELA LG % (rank)	55	Math LG % (rank)	63
ELA L25% LG (rank)	43	Math L25 LG% (rank)	49
Science Prof. (rank)	47		

Subject	Level 1	Level 2	Level 3	Level 4	Level 5
ELA 2018	11%	16%	56%	81%	100%
Math 2018	21%	47%	61%	86%	78%

<b>Kindergarten</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	359	355
Phonological Awareness	364	360
Phonics	353	348
High Frequency Words	349	346
Vocabulary	362	354
Comprehension Literary Texts	363	362
Comprehension Informational Texts	367	361

<b>First Grade</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	402	405
Phonological Awareness	415	415
Phonics	399	403
High Frequency Words	393	405
Vocabulary	401	400
Comprehension Literary Texts	403	405
Comprehension Informational Texts	403	406

<b>Second Grade</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	464	467
Phonological Awareness	412	414
Phonics	464	468
High Frequency Words	468	473
Vocabulary	461	463
Comprehension Literary Texts	459	467
Comprehension Informational Texts	467	469

<b>Third Grade</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	515	508
Phonological Awareness	n/a	383
Phonics	466	469
High Frequency Words	423	420
Vocabulary	511	506
Comprehension Literary Texts	515	510
Comprehension Informational Texts	516	509

<b>Fourth Grade</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	546	543

Phonological Awareness	n/a	402
Phonics	480	476
High Frequency Words	359	411
Vocabulary	543	540
Comprehension Literary Texts	544	545
Comprehension Informational Texts	553	543

<b>Fifth Grade</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	562	561
Phonological Awareness	n/a	406
Phonics	492	473
High Frequency Words	n/a	407
Vocabulary	561	561
Comprehension Literary Texts	564	564
Comprehension Informational Texts	561	559

<b>Sixth Grade</b>	<b>iReady ELA School</b>	<b>iReady ELA District</b>
Overall	589	582
Phonological Awareness	n/a	384
Phonics	501	472
High Frequency Words	n/a	414
Vocabulary	588	582
Comprehension Literary Texts	590	585
Comprehension Informational Texts	588	580

### Quantitative Outcome Measures for 2018-2019

	2018-2019		2018-2019
School Grade	A		
ELA Prof. (rank)	75	Math Prof. (rank)	81
3rd Grade ELA	84	3rd Grade Math	86
4th Grade ELA	70	4th Grade Math	74
5th Grade ELA	61	5th Grade Math	70
6th Grade ELA	84	6th Grade Math	89
ELA LG % (rank)	60	Math LG % (rank)	68
ELA L25% LG (rank)	48	Math L25 LG% (rank)	54
Science Prof. (rank)	52		

At the end of 2018-2019 school year, the percentage of learning gains for all levels will be a minimum of 51% or will increase by 5%.

Subject	Level 1	Level 2	Level 3	Level 4	Level 5
ELA 2019	51%	51%	61%	86%	100%
Math 2019	51%	51%	66%	91%	83%

## **Part 2: Support Systems for Student Achievement**

### **(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

**MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.**

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

Lewis Carroll Elementary School has a very successful Multi-tiered System of Supports (MTSS). We align and use all available resources to meet the needs of all students. The staff has been trained on the process and procedures for working through the intervention process. Our guidance counselor and district personnel inservice our staff throughout the year to keep them up to date on the MTSS process. Parents have received information as they have entered into the process. Our guidance counselor is proactive in explaining procedures and the process to our parents. We have received much positive feedback from parents that have been a part of the process. We meet in Professional Learning Teams each week. Data teams are held monthly with the Leadership Team. At these meetings we discuss student issues and concerns. We monitor the effectiveness of core, supplemental, and intensive instruction by analyzing district assessment data, running records, and **I-Ready** data. We discuss intervention strategies for tier one, tier two and tier three groups. Our literacy coach presents to advise and guide the curriculum planning. She is adept with using data to help inform teachers of the progress of their students. The literacy coach and administration help guide teachers in analyzing data to inform instruction. Using this process we are able to assure tier one and tier two students are receiving research-based appropriate curriculum. The Lewis Carroll guidance counselor and support specialist meet with the teachers needing help with academic or behavioral intervention for students. The guidance counselor supports the teacher through the process and sets up a future meeting with our MTSS team to see how that progress is going and plan the next step. Administration is actively involved in the MTSS process and provides support as needed. The Performance Matters Database in Brevard Schools is an excellent source of information to monitor school and student academic data and behavior data. This will allow us to track all three tiers of support. This will assist us in problem identification, analysis, intervention development and progress monitoring.

2. List below who monitors the Early Warning System and how often.

The Assistant Principal, Staffing Specialist, Literacy Coach and Guidance Counselor are part of the Early Warning System team. We work together in keeping each other informed of critical student data. The Guidance Counselor oversees the attendance data and monitors that on a weekly basis. The Assistant Principal, Staffing Specialist and Literacy Coach monitor data monthly.

This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

<b>Fill in BLANKS with data from 2017-18 School Year - Number of Students</b>								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	3	27	20	24	19	18	24	135
1 or more ISS or OSS	0	1	2	3	1	2	5	14
Level 1 in ELA or Math				1	6	19	18	44
Substantial Reading Deficiency	0	4	16					20
2 or more indicators	0	0	3	1	2	5	2	13

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

We have implemented an Early Warning System not only for our sixth graders, but for all students. The indicators of attendance below 90 percent, one or more suspensions, and Level 1 in Reading and/or Math are monitored closely. One other Early Warning indicator we have looked at is reading proficiency in our upcoming third graders. We have used the iReady, QLAs, and Running Records to pinpoint these students. Our teachers have been instructed to be on the alert to any one of these indicators. Administration also monitors student data by using FAIR, I-station and Performance Matters. We analyze specific student data beginning in kindergarten. Off-track students who are not proficient in reading and math are placed in intervention groups for regular academic support.

When a student has two or more indicators, we convene at an MTSS meeting to discuss his or her progress and we monitor the students' progress regularly.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.**

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Lewis Carroll teachers have professional development in Glasser training, Choice Theory, and Highly Effective Teaching. These trainings have given teachers a solid foundation in supporting social-emotional growth as well as academic achievement. The cultivation of these trainings have contributed to a school culture based on relationships. Parents feel welcome because teachers go the extra mile to listen and to care about student and parent concerns. Students are greeted every day at the door with a smile and a handshake. This school year, staff is engaged in professional development related to Restorative Practices which aligns closely with the foundation already built in Glasser theory.

Lewis Carroll Elementary teachers participate in collaborative learning communities to improve instruction and student learning. The Lewis Carroll staff recognizes the importance of community involvement in the success of children. We collaborate with parents and the community to ensure that students have opportunities leading to success. Volunteers serve our students through tutoring opportunities, chaperoning field trips, helping in the classroom, volunteering at A+ Thrift Shop, and attending special events and programs.

One tutoring opportunity that Lewis Carroll has initiated is *Reading with a Porpoise*, a reading mentoring program. Lewis Carroll and a community business partner reach out to parents, grandparents, and the local junior high and high school to elicit volunteers to read with our elementary students before school. This is an extremely successful program that boosts students' self-esteem while increasing student reading achievement. Lewis Carroll also reaches out to parents with the various parent engagement opportunities offered during the school year. Our parent meetings include: Science Fair meetings, Kindergarten Welcome Breakfast, S.T.E.M. Night, Open House, Book Fair/Family Fun Nights, Quest meetings, Florida Problem Solving (FPS) team meetings, P.T.O. meetings, Winter Concert / Art Show, and Running Club meetings. Other highly successful parent activities coordinated by our PTO to involve parents, teachers, and community include: Winterfest, Christmas Shop, Boosterthon Fundraiser, and Mom's Night Out. These activities help raise money to benefit our students' education and personal welfare.

For communication, we have our website, monthly newsletter, and BlackBoard Connect. In addition, last year administration held Mocha Mondays each month. After feedback from families, this year Tea Tuesdays are held every other month in the afternoon. On opposite months, Mocha Mondays are held in the morning. These opportunities provide current information to families followed by open dialog and problem solving. In these sessions, problems related to security, discipline, communication, and academic support have been resolved.

Every School Advisory Council meeting has Open Forum included on the agenda so that parents have another opportunity to share concerns and problem solve. At Lewis Carroll, we believe that the parent perspective can help us to do better work. All concerns, suggestions, and feedback are considered opportunities to improve our practice.

Parents indicated that they would appreciate more information about academic expectations. This year, many of our teachers are using Google Classroom providing current information to our students and their families about curriculum and classroom content. Student Launchpads have links for all district curriculum resources. This year, FOCUS is being used to keep parents informed about student academic progress. It has replaced Edline/Gradequick from previous years.



Recently, parents indicated that they needed more information about discipline procedures and MTSS. To address this, a meeting was held with School Advisory Council and a section of the monthly newsletter addressed the concerns. There will be an additional meeting with PTO.

## **STUDENT TRANSITION AND READINESS**

**PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (e.g. incoming kindergartners, outgoing 6<sup>th</sup> graders)

At Lewis Carroll Elementary, we are proactive in transitioning our kindergarten students to their first experience in elementary school. Our kindergarten team organizes a special event – Kindergarten Roundup. We try to accommodate the needs of our parents by offering Kindergarten Roundup during the day as well as in the evening. Parents are invited to the school to tour the facilities, meet the teachers, and learn about curriculum and routines. This meeting is instrumental in answering questions and providing support to our new kindergarten families. Lewis Carroll staff is also proactive in meeting the needs of students identified in the exceptional student education program. Our guidance counselor attends meetings at the incoming schools to discuss specific needs and to provide information to parents about the details of a kindergarten day. She offers suggestions and strategies to ensure a smooth transition to Lewis Carroll.

Lewis Carroll Elementary is diligent in preparing the sixth grade population for their transition to middle school. Our feeder chain middle schools are invited to speak to the sixth grade students about the available programs. These informational meetings take place during the second semester so that students have enough time to discuss the various programs with their parents. Lewis Carroll Elementary is also attentive to meeting the needs of our exceptional student population. In order to ensure a smooth transition to middle school, we hold meetings for each student in the Exceptional Student Education program. Our guidance counselor and administration interface with the middle school staff to discuss student needs and available options for the next year. Parents are invited to participate and give input during these transitional meetings.