

Polk County Public Schools

Lena Vista Elementary School



2020-21 Schoolwide Improvement Plan

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Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

<http://schools.polk-fl.net/lenavista>

Demographics

Principal: Diameshia Williams

Start Date for this Principal: 7/1/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Polk 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.

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Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

<http://schools.polk-fl.net/lenavista>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">55%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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

SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, at Lena Vista Elementary, strive to empower students in an engaging environment with rigorous instruction that promotes academic excellence in all subgroups.

Provide the school's vision statement.

Lena Vista creates a learning environment that will provide 100% Student Success

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sharp, Deneece	Principal	As the leader of the School Based Leadership Team I set the mission and vision within the school. I work with the leadership in the development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. I develop clear expectations for instruction (Rigor, Relevance, and Relationship). I provide information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.
Larson-Pease, Erin	Instructional Coach	Instructional Reading Coach as well as interventionist for the bottom 25%. They will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.
Jergensen, Jane	Instructional Media	The Media Specialist will work cooperatively with staff, students, families, and the community in order to address the educational needs of learners and will implement a program that integrates and embeds in our school Accelerated Reader Program. The Media Specialist will maintain a diverse and current media collection (electronic and print) and facilitate student and staff use of the resources in the media center program. The position emphasizes effective integration of instructional technologies with general education curriculum, communication with families, and continual program evaluation and development.
Williams, Hunter	Dean	This position exists to assist leadership with the development of individual, class and schoolwide behavior interventions and to deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom management, instructional practices, increased learning time for students, and enhanced student achievement.
Lemire, Sara	Attendance/Social Work	One of the main duties of an elementary school social worker is to provide counseling to students with social, emotional or psychological problems. They will provide crisis intervention counseling in emergency situations like suspected suicidal idealization or violence. The social worker will also work with our district's HEARTH program to support families in need.
Gainey, Dru	Assistant Principal	As the support leader of the School Based Leadership Team I support the principal in the mission and vision within the school. I work with the leadership in the support of development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. I support clear expectations for instruction (Rigor, Relevance, and Relationship). I provide information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.

Name	Title	Job Duties and Responsibilities
Mack, Jill	Instructional Coach	Instructional Reading Coach as well as interventionist for the bottom 25%. They will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.
Mullenix, Kayle	Instructional Coach	Instructional Math and Science Coach as well as interventionist for the bottom 25%. They will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.
Hallam, Teresa	School Counselor	The primary duty of an elementary school counselor is to ensure that students have access to the resources necessary for academic and social development. They also ensure that curricula and programs address the developmental and educational needs of students. They also work with the school social worker to address students in need both emotional, social and financially.

Demographic Information

Principal start date

Sunday 7/1/2018, Diameshia Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 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
2019-20 Title I School	Yes

<p align="center">2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p>	<p align="center">100%</p>
<p align="center">2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*</p>
<p align="center">School Grades History</p>	<p align="center">2018-19: C (43%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: C (45%)</p>
<p align="center">2019-20 School Improvement (SI) Information*</p>	
<p align="center">SI Region</p>	<p align="center">Southwest</p>
<p align="center">Regional Executive Director</p>	
<p align="center">Turnaround Option/Cycle</p>	<p align="center">N/A</p>
<p align="center">Year</p>	
<p align="center">Support Tier</p>	
<p align="center">ESSA Status</p>	<p align="center">TS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

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	129	132	147	143	133	139	0	0	0	0	0	0	0	823
Attendance below 90 percent	24	23	29	16	16	32	0	0	0	0	0	0	0	140
One or more suspensions	2	6	8	6	3	21	0	0	0	0	0	0	0	46
Course failure in ELA	3	0	9	2	4	2	0	0	0	0	0	0	0	20
Course failure in Math	1	1	7	1	2	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	5	29	45	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide Math assessment	0	0	0	4	27	55	0	0	0	0	0	0	0	86
Level 1 on December 2019 STAR ELA assessment	0	0	0	49	49	48	0	0	0	0	0	0	0	146
Level 1 on December 2019 STAR Math assessment	0	0	0	44	49	61	0	0	0	0	0	0	0	154

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	2	4	18	0	0	0	0	0	0	0	24

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	3	3	5	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	3	4	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Monday 6/15/2020

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	
Number of students enrolled	126	133	159	144	131	134	0	0	0	0	0	0	0	827
Attendance below 90 percent	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	
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	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

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	0	3	3	9	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	126	133	159	144	131	134	0	0	0	0	0	0	0	827
Attendance below 90 percent	12	25	31	32	21	32	0	0	0	0	0	0	0	153
One or more suspensions	7	4	9	10	28	22	0	0	0	0	0	0	0	80
Course failure in ELA or Math	10	4	16	16	0	1	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	15	45	59	0	0	0	0	0	0	0	119

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	1	4	4	15	21	0	0	0	0	0	0	0	45

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	1	4	9	6	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	3	2	0	0	0	0	0	0	0	6

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	45%	51%	57%	40%	51%	55%
ELA Learning Gains	48%	51%	58%	44%	53%	57%
ELA Lowest 25th Percentile	48%	49%	53%	38%	50%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	43%	57%	63%	45%	58%	61%
Math Learning Gains	41%	56%	62%	39%	57%	61%
Math Lowest 25th Percentile	38%	47%	51%	35%	49%	51%
Science Achievement	40%	47%	53%	51%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	52%	-4%	58%	-10%
	2018	38%	51%	-13%	57%	-19%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	35%	48%	-13%	58%	-23%
	2018	29%	48%	-19%	56%	-27%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2019	40%	47%	-7%	56%	-16%
	2018	42%	50%	-8%	55%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	56%	-4%	62%	-10%
	2018	36%	56%	-20%	62%	-26%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	39%	56%	-17%	64%	-25%
	2018	34%	57%	-23%	62%	-28%
Same Grade Comparison		5%				
Cohort Comparison		3%				
05	2019	25%	51%	-26%	60%	-35%
	2018	52%	56%	-4%	61%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-27%		
Cohort Comparison				-9%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	45%	-7%	53%	-15%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison				-8%		
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 2017-18	C & C Accel 2017-18
SWD	31	44	45	31	47	40	32				
ELL	25	43	58	30	40	33	25				
BLK	29	37	31	28	25						
HSP	36	39	50	36	43	33	45				
MUL	50			60							
WHT	53	56	56	49	43	48	43				
FRL	43	48	52	41	38	34	38				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	23	33	17	28	26	15				
ELL	31	38		31	37	23	20				
BLK	18	40	56	31	40	31	33				
HSP	43	52	40	39	38	14	43				
WHT	44	41	48	49	54	39	51				
FRL	39	43	48	41	46	30	46				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	20	27	14	42	57	19				
ELL	30	47	45	37	41		47				
BLK	24	44	38	25	27	31	38				
HSP	40	47	57	43	45	54	52				
MUL	47			73							
WHT	45	41	29	50	38	29	55				
FRL	35	39	36	40	38	35	42				

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	45
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	55
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners 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
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	42
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	43
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.

Prior-Prior Data: According to FSA, 5th grade math learning gains (including lowest 25%) was the lowest performing data component. This is a trend from previous years with this cohort.

19-20 District Assessment Data: 4th grade also learning gains (including lowest 25%) was the lowest performing data component. 4th grade continues to struggle with learning gains.

Contributing Factors: One 5th grade teacher was out on leave. Two 4th grade teachers were brand new with 1 teacher coming from out of state. This created a gap of learning in state standards and

expectations of standards. Attendance and Behavior rates were high of both grade levels and subgroups.

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

Prior-Prior Data: According to FSA, 5th grade math proficiency showed the greatest decline from prior-prior year. 4th grade math showed a 17% decline and 3rd grade math showed a 13% decline from prior-prior.

19-20 District Assessment Data: 4th grade reading and math proficiency showed decline from prior year.

Contributing Factors: One 5th grade teacher was out on leave. Two 4th grade teachers were brand new with 1 teacher coming from out of state. This created a gap of learning in state standards and expectations of standards. Attendance and Behavior rates were high of both grade levels and subgroups.

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.

Prior-Prior Data: 5th grade ELA and math had the biggest gap when compared to the state average from prior-prior year. 5th grade math had a 28% gap and 4th grade ELA had a 27% gap from prior-prior.

19-20 District Assessment Data: 4th grade reading and math had the biggest gap on achievement from prior year.

Contributing Factors: One 5th grade teacher was out on leave. Two 4th grade teachers were brand new with 1 teacher coming from out of state. This created a gap of learning in state standards and expectations of standards. Attendance and Behavior rates were high of both grade levels and subgroups.

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

Prior-Prior Data: 3rd grade had improvement in ELA and Math proficiency gains. Math proficiency has the largest gains.

19-20 District Assessment Data: 3rd grade continued to show proficiency gains and 5th grade showed learning gains.

Actions: Teachers were provided professional learning that enabled instruction on the intent of the standard with a focus on cognitive complexity and student autonomy. Student engagement and target task alignment were major focuses. Monitoring of standards and target expectations were done to inspect what you expect. Behavior and attendance rate of students was monitored and supported through Positive Behavior classrooms.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance of all students to maximize the learning potential; with a focus on tardies and early check-outs as well.

Engaging African American and English Language Learner students through understanding of cultural differences and use of strategies that impact the learning of these culture differences. Also,

setting high expectations of meeting the full intent and rigor of the standard through engaging activities.

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

1. Attendance of All Students with focus on African American and ELL students.
2. Engaging and making sure full intent of standard is acquired by African American students.
3. Engaging and making sure full intent of standard is acquired by English Language Learner.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: All students will receive grade level standard-based instruction to improve student achievement in core content areas. Students will be exposed to the intent and rigor of the grade level standard, which will build on their current level of learning closing the gap in proficiency. "Prior-Prior" students received instruction that was not to the full intent and rigor of the standard. In addition, tasks were below the grade level expectation. In 2018-19 55% of students in grades 3-5 earned a Level 1 or 2 on the state reading assessment. In 2018-19 57% of students in grades 3-5 earned a Level 1 or 2 on the state mathematics assessment. All ESSA subgroups in 2018-19 were above the 32% in ELA, Math, and Science except African American and ELL.

Measurable Outcome: As a result of standards-based instruction taught in core content areas, 50% of students will earn a level 3, 4 or 5 on the state reading assessment, 48% of students will earn a level 3, 4, or 5 on the state math assessment and 45% of 5th grade students will earn a level 3, 4, or 5 on the state science assessment. All ESSA subgroups will perform at a minimum of 32% overall. Student learning will be monitored through grade level formative assessment and district progress monitoring tools.

Person responsible for monitoring outcome: Deneece Sharp (deneece.sharp@polk-fl.net)

Evidence-based Strategy: The evidence-based strategy being used is the practical instructional model through Standards-Driven Instruction Essentials for Achieving Rigor by Toth and Marzano. This will provide staff with professional learning on developing purposeful tasks that meet the intent and rigor of the standards when teachers have a full understanding and implementation of these standards. Through the understanding of taxonomy levels, teachers will create tasks that align to learning targets and success criteria. This will create target-task alignment through the creation of a purposeful task. Professional Learning Communities will review targets and success criteria plus student task assignments to see if the full intent and rigor of the standard was met.

Rationale for Evidence-based Strategy: In 2018-19 55% of students in grades 3-5 earned a Level 1 or 2 on the state reading assessment. In 2018-19 57% of students in grades 3-5 earned a Level 1 or 2 on the state mathematics assessment. All ESSA subgroups in 2018-19 were above the 32% in ELA, Math, and Science except African American and ELL however struggled to meet proficiency of the FSA. "Prior-Prior" students received instruction that was not to the full intent and rigor of the standard. In addition, tasks were below the grade level expectation. This is also a three year initiative which aligns to the last 2 years of implementation that has shown growth both in formative and summative assessments.

Action Steps to Implement

Teachers will be provided with Professional Learning Communities that will effectively teach the building of target-task aligned activities, planning for increased student-centered instructional strategies, and tracking of student progress toward intent of standard through standards tracking. Teachers will also problem solve by collecting, examining, and scoring student evidence (work samples) to see if learning targets and full intent was met. Teacher will collaboratively plan using standards and targets to align tasks. Supplies for PLC's will be purchased with Title One dollars such as educational books, printing, folders, charts, etc.

Person Responsible Deneece Sharp (deneece.sharp@polk-fl.net)

Teachers will implement standard driven classrooms through developing student ownership. Teachers will participate in professional development and a book study that supports students owning their learning

through the use of strategic learning practices. These practices will provide opportunities meaningful engagement and effective instructional strategies in teacher instructional methods and student tasks. Coaching and Monitoring through the use of data will support feedback provided to both teacher and student. Coaching through a LSI consultant will also support administration on understanding of look-fors and ask-fors. Supplies such as books, print shop copies, folders, social studies weekly, etc. for implementation bought with Title One.

Person Responsible Dru Gainey (dru.gainey@polk-fl.net)

School leaders, Coaches and Interventionist will also be provided side-by-side coaching with a Learning Science International (LSI) consultant that will connect the professional learning to immediate classroom actions that ensure correct implementation. School leaders will monitor through focused classroom walkthroughs and growth in determining how student team ownership and target-task alignment to the full intent and rigor of the standard is being met in the classroom. Coaches will model and observe highly effective teaching tools to provide feedback to teachers. LSI Consultant and Services, Coaches, Interventionist, and Para Educator used to support action step will be provided by Title One. School leadership will also participate in the LSI 20-21 conference to continue growth in the use of highly effective strategies and implementation of instruction of standards based target task alignment.

Person Responsible Deneece Sharp (deneece.sharp@polk-fl.net)

Students will be given Extended learning opportunities throughout the year to engage in standards based instruction. This instruction will assist in the achievement gap and missed instruction from March to May of the 2019-20 school year. Data analysis will be done to determine targeted students and use of aligned task based off that data will be used to instruct students. Teachers will use STAR and Prior-Prior FSA data to assist with selection and instruction of students. Supplies, technology, and Transportation will be provided through Title One funding to assist students with materials needed to meet standards both face-to-face and virtually with the ability to attend through busing.

Person Responsible Dru Gainey (dru.gainey@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining school wide priorities will be addressed through the fidelity of the Multi-Tiered system of Attendance through Positive Behavior Interventions and Supports (PBIS).

The PBIS team, attendance manager, School Social Worker, and counselor will use bi-monthly attendance reports to monitor grade level and student attendance. They will identify students and families to support to improve attendance. The School Social Worker and Counselor will coordinate the Morning Club attendance intervention program for students will less then 90% attendance rate, including the 2019-20 Tier 3 students.

The Assistant Principal will recognize classes with attendance improvement and classes maintaining attendance rates at or above 90% each month. We will implement an attendance awareness program so that we increase the number of students arriving on time to school.

The PBIS team, attendance manager, School Social Worker, and counselor will monitor attendance of African American and ELL students along with behavior/social/emotional needs to make sure all support are given to support the learning process to those sub groups not meeting the 32% proficiency on FSA.

Parent support will be given through the Family Involvement Para Educator. Para will engage parents in the student agenda, DoJo, and/or other needed material to keep communication from home to school open. Attendance and Discipline reports will be sent home in the agenda to promote awareness.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school addresses school culture by analyzing, understand and observing the attitudes of teachers in the classroom and in staff meetings, and understanding the general feeling of students towards the school and the staff. Being able to identify which aspects are toxic and which are positive so you can reinforce positive elements and take action to reinforce those positive qualities and create a positive school culture.

Ways we do this at Lena Vista is by:

- *Involve parents in your school culture, give them a platform for feedback on classroom activities or school programs.
- *Complimenting staff and students so they feel that they are cared for individually.
- *Create school norms that focus on building positive values in the school and classrooms.
- *Discipline is presented consistently across the school. When all students are treated equally and bad behavior is disciplined in the same way in different classrooms, this helps removes feelings of mistrust among students.
- *Modeled behaviors that are seen around school both for staff and students.

*Engage students in social skill lessons through a variety of techniques.

*Encouraging innovation in our school and classrooms.

*Maintaining physical environment of the school. Impact in learning can come from light, temperature, and air quality and the environment.

Finally, monitor these strategies by listening to feedback from both teachers and students in order to understand the experience that they are having in school. Understanding the attitudes and atmosphere that permeate the hallways and classrooms is important to developing a positive culture in your school.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$416,206.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	100-Salaries	0841 - Lena Vista Elementary School	Title, I Part A		\$337,474.00	
<i>Notes: 2 Reading Coaches, 1 Math/Science Coach, Interventionist, Para Educator</i>						
5100	500-Materials and Supplies	0841 - Lena Vista Elementary School	Title, I Part A		\$14,732.00	
<i>Notes: Print Shop, Supplies for Staff Development, Fl. Social Studies Weekly</i>						
6400	310-Professional and Technical Services	0841 - Lena Vista Elementary School	Title, I Part A		\$30,000.00	
<i>Notes: LSI PD, Staff Development & Planning</i>						
6300	100-Salaries	0841 - Lena Vista Elementary School	Title, I Part A		\$34,000.00	
<i>Notes: Extended Learning, Teacher Planning</i>						
Total:					\$416,206.00	