Edison Park Creative And Expressive Arts School

2020-21 Schoolwide Improvement Plan

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Edison Park Creative And Expressive Arts School

2401 EUCLID AVE, Fort Myers, FL 33901

http://epe.leeschools.net/

Demographics

Principal: Sherri Wipf

Start Date for this Principal: 7/1/2020

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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: A (68%) 2017-18: A (67%) 2016-17: C (53%) 2015-16: C (48%)
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 Lee 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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2401 EUCLID AVE, Fort Myers, FL 33901

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To prepare every student for success.

Provide the school's vision statement.

The mission of Edison Park Creative & Expressive Arts School is to celebrate diversity, encourage creativity, and nurture a love of learning in pursuit of excellence.

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
Wipf, Sherri	Principal	To serve Edison Park Creative & Expressive Arts as the educational leader ensuring each student and staff member reaches their highest potential.In order to reach goals, the leadership team reflects representatives from each PLC group.
Daly, Allison	Teacher, K-12	
Rose, Maria	Teacher, K-12	
Ratz, Shelsea	Teacher, K-12	
Peters, Kerri	Teacher, K-12	
Henderson, Carrie	Teacher, K-12	
Keller, Ginger	Teacher, K-12	
Sell, Deanna	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 7/1/2020, Sherri Wipf

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.*

4

Total number of teacher positions allocated to the school

18

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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
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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.	

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	62	58	56	64	66	69	0	0	0	0	0	0	0	375
Attendance below 90 percent	7	1	2	8	5	10	0	0	0	0	0	0	0	33
One or more suspensions	0	2	0	0	3	6	0	0	0	0	0	0	0	11
Course failure in ELA	1	2	0	0	3	2	0	0	0	0	0	0	0	8
Course failure in Math	1	0	1	2	6	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	1	2	0	0	6	10	0	0	0	0	0	0	0	19

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	1	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Saturday 10/24/2020

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	56	52	54	64	63	67	0	0	0	0	0	0	0	356
Attendance below 90 percent	6	2	7	7	6	2	0	0	0	0	0	0	0	30
One or more suspensions	2	4	5	8	1	7	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	2	4	3	4	6	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	13	10	6	0	0	0	0	0	0	0	29

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	2	1	2	10	5	7	0	0	0	0	0	0	0	27

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	2	5	3	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	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	56	52	54	64	63	67	0	0	0	0	0	0	0	356
Attendance below 90 percent	6	2	7	7	6	2	0	0	0	0	0	0	0	30
One or more suspensions	2	4	5	8	1	7	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	2	4	3	4	6	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	13	10	6	0	0	0	0	0	0	0	29

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	2	1	2	10	5	7	0	0	0	0	0	0	0	27

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	2	5	3	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	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	74%	57%	57%	66%	55%	55%
ELA Learning Gains	64%	56%	58%	55%	53%	57%
ELA Lowest 25th Percentile	42%	50%	53%	58%	49%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	75%	62%	63%	64%	60%	61%
Math Learning Gains	77%	65%	62%	57%	60%	61%
Math Lowest 25th Percentile	63%	54%	51%	33%	50%	51%
Science Achievement	80%	52%	53%	40%	51%	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	77%	58%	19%	58%	19%
	2018	83%	55%	28%	57%	26%
Same Grade Comparison	-6%					
Cohort Comparison						
04	2019	68%	55%	13%	58%	10%
	2018	65%	53%	12%	56%	9%
Same Grade Comparison	3%					
Cohort Comparison	-15%					
05	2019	72%	54%	18%	56%	16%
	2018	73%	52%	21%	55%	18%
Same Grade Comparison	-1%					
Cohort Comparison	7%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	61%	8%	62%	7%
	2018	83%	58%	25%	62%	21%
Same Grade Comparison	-14%					
Cohort Comparison						
04	2019	65%	62%	3%	64%	1%
	2018	63%	58%	5%	62%	1%
Same Grade Comparison	2%					
Cohort Comparison	-18%					
05	2019	81%	58%	23%	60%	21%
	2018	81%	57%	24%	61%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	77%	50%	27%	53%	24%
	2018	77%	52%	25%	55%	22%
Same Grade Comparison		0%				
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	18	30		33							
BLK	51	48	30	59	74	63	56				
HSP	68	54		64	77						
WHT	90	78		93	85		100				
FRL	62	56	32	60	73	48	65				

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	25			33							
BLK	50	44	39	59	65	47	45				
HSP	78	76		70	82		82				
WHT	86	68		89	82		100				
FRL	65	56	45	71	73	56	68				

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	25	42		31	25						
BLK	41	43	57	41	38	27	9				
HSP	57	58		53	62		31				
WHT	88	71		89	78		67				
FRL	53	51	60	50	46	26	18				

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66

Hispanic Students	
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	89
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	57
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 for the last 2 years have declined in all performance areas as well as FRL and our hispanic sub group. SWD have been below 32% for two years. ELA proficiency in 3rd grade continues to decline but is above the state average. Math proficiency in 3rd grade also continues to decline by sufficient numbers 83% to 69% which is still above the state average.

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

The greatest decline last year based on quarter 3 STAR data was SWD. Factors which contributed to the decline were grouping of SWD into one classroom. The lack of rigor and on grade level work were also factors for the decline in both ELA and Math.

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.

There were no state averages to compare to school data from last year. Our school 3rd quarter data for ELA learning gains had the lowest percentages. Retained three graders also showed little or no gains in both ELA and Math. ELA proficiency in 3rd grade continues to decline but is above the state average. Math proficiency in 3rd grade also continues to decline by sufficient numbers 83% to 69% which is still above the state average.

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

Looking at our two year subgroup data and ESSA data, the area we see improvements are with our Black students in both ELA and Math. Departmentalized and heterogeneous mix of students supported the improvement in 3rd-5th grade classes.

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

One are of concern is our SWD. For the last two years it continues to drop below 32%.. Currently only 26% of our SWD are proficient.

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

1. Increase performance in ELA for SWD
2. Increase performance in Math for SWD
3. Increase performance in Math and ELA for FRL students
4. Decrease the number of referrals earned by students and increase our number of PBIS BIF's at Edison Park

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our data indicates only 26% of our SWD are proficient in ELA. We currently have 18 students identified in 3rd-5th as SWD. Based on the quarter 3 2020 ELA STAR data only 5% of our SWD are proficient.
Measurable Outcome:	In grades 3-5 (18 students) ELA STAR SWD will demonstrate 44% proficiency in 2020-2021 compared to 26% proficiency in 2019-202.
Person responsible for monitoring outcome:	Sherri Wipf (sherrimw@leeschools.net)
Evidence-based Strategy:	In order to increase proficiency with our SWD a highly qualified instructors will teach ELA and support phonemic awareness. In addition, students will participate in quarterly assessments, including STAR, iReady & district assessments. Data will be monitored in weekly PLC's and weekly Intervention meetings. Accommodations will be provided to eligible students and monitored by the classroom teachers, ESE/504 instructors, and testing coordinator. Lesson plans will include specific strategies and plans for differentiated instruction. Classroom observations will be conducted by the principal to ensure implementation. Instructors will provide "Push In" support to increase student to teacher ratio during critical times in the day. Attendance will be monitored, reinforced, and support/ intervention will be provided as needed to increase opportunities to learn. A school wide behavior plan will be implemented in order to create positive learning environments for all students. Positive behavior will be reinforced and behavior interventions will be provided specific to needs.
Rationale for Evidence-based Strategy:	Monitoring Data will provide opportunities for reflection, revision, and celebration of strategies for each student. Weekly meetings (PLC's & Intervention) will provide time to address the specific needs of each student. Lesson plans will provide evidence of purposeful instruction for the needs of each student. "Push In" support during critical times will increase the teacher to student ratio, increasing opportunities for support. Lesson plans and classroom observations will allow opportunities for growth & reflection of strategies. Monitoring attendance will ensure academic time is provided. Monitoring behavior will increase a positive learning environment for all.

Action Steps to Implement

1. Students will participate in Quarterly Assessments, including STAR, iReady & District Assessments
2. Data will be monitored in Weekly PLC's and Intervention Meetings
3. Lesson Plans will include specific strategies for intervention, including differentiated instruction
4. Attendance will be monitored, reinforced...and support provided as needed
5. Behavior will be monitored, reinforced...and support provided as needed
6. A highly qualified teacher will instruct in grades 3-5th

Person Responsible	Sherri Wipf (sherrimw@leeschools.net)

#2. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	According to data, the number of referrals earned in 2018-19 increased to 192 from 131 in 2017-2018. In addition, the number of ISS in 2019-20 increase to 64 from 13 in the prior year. The number of OSS increased to 35 in 2019-2020 from 9 in the prior year. Data showed that 6 students earned half of the referrals earned in 2019-2020.
Measurable Outcome:	Students will decrease the number of referrals earned by 5% based on student enrollment in 2019-2020, compared to the prior year (343 students earning 192 referrals).
Person responsible for monitoring outcome:	Sherri Wipf (sherrimw@leeschools.net)
Evidence-based Strategy:	In order to achieve this goal, the school wide behavior plan was changed after careful analysis and feedback. The school has started a point system established by UCF PBIS program- targeting observable behavior for ALL students. All students will be monitored for observable behavior and parents will receive weekly specific behavioral feedback. In addition, students reaching a specific number of points within a day will complete a reflection sheet that will be signed by the student, parent, and teacher in order to increase a team approach and decrease negative behavior. Reinforcements have been established, allowing for multiple ways to be reinforced for positive behavior. Parents, students, and staff have been trained to understand the program. Point sheets/individual behavior will be monitored weekly and discussed in PLC's. Monitoring will enable staff to provided social skill intervention and tailored guidance classes to meet the needs of students quickly. Behavior interventions will be provided quickly and will address the specific needs of the student.
Rationale for Evidence-based Strategy:	A research based, PBIS behavior system was selected. Plans to connect with parents/ guardians and teachers increases success due to partnership. Additional support, via community partners, will increase the strength of this partnership and success of the program. Monitoring and evaluating the program through regular reporting of data will allow for revision of the program as needed. In addition, due to regular reporting of data, intervention can be provided in a timely manner. PLC groups use the data to provide strategies in the classroom and with administrative/leadership support. For example, students can be recommended for social skills groups based on data.

Action Steps to Implement

1. Implement Daily Behavior Point System School Wide
2. Train system to staff, students, and parents
3. Implement, Plan, & Share Behavior Reinforcements
4. Monitor Daily Point System
5. Provided Intervention As Needed
6: Analyze data & receive feedback to monitor effectiveness

Person Responsible	Sherri Wipf (sherrimw@leeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Increasing attendance supports assisting all students to reach their highest achievement.
Measurable Outcome:	School-Wide attendance percentages will increase by 1% (or 96%) in 2019-2020, as compared to 95% (2018-19) and 94% (2017-18).
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Daily attendance will be monitored and recorded. The Castle Early Warning System will be monitored to identify students with more than 10% absent rates. Attendance data will be shared in Leadership meetings in order to identify students and solutions. Data will also be shared in PLC's, led by members of the Leadership team. The staff will identify the steps for all absences- including calling home, recommending names to school social worker, and reinforcing students, for example. Communicating the importance of attendance to parents will also increase a partnership to reach this goal and assist parents with the importance of attending school and impact of missing. The importance of attendance will be shared in open house, newsletters, social media, signage, and parent meetings. Community partners will support attendance through reinforcements and monitoring strategies and providing feedback for improvement. Partners will provide feedback via PTA, SAC, parent/student meetings, phone calls, and surveys. A school-wide data collection, sharing & analyzing attendance data, and reinforcing attendance is in place.
Rationale for Evidence-based Strategy:	In order to increase attendance, its importance must be emphasized and a partnership formed. The partnership of parents, staff, students, and community partners will help us achieve the goal to increase attendance. Increasing communication between staff and the partners allows us to look at data and make decisions with input from all groups.Reinforcing positive attendance has been shown through research to increase the likelihood of a repeated behavior. Monitoring data with various groups will ensure that goals are met.

Action Steps to Implement

1. Monitor Attendance Daily
2. Share Importance of Being Present, On- Time, and Stay All Day
3. Reinforce Attendance
4. Provide Support/Intervention for repeated late, leaving early, or absent
5. Monitor the effectiveness of strategies

Person Responsible Sherri Wipf (sherrimw@leeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our data indicates only 26% of our SWD are proficient in Math. We currently have 18 students identified in 3rd-5th as SWD. Based on the quarter 3 2020 Math STAR data only 22% of our SWD are proficient.
Measurable Outcome:	In grades 3-5 (18 students) Math STAR SWD will demonstrate 44% proficiency in 2020-2021 compared to 26% proficiency in 2019-202.
Person responsible for monitoring outcome:	Sherri Wipf (sherrimw@leeschools.net)
Evidence-based Strategy:	In order to increase proficiency with our SWD a highly qualified instructors will teach ELA and support phonemic awareness. In addition, students will participate in quarterly assessments, including STAR, iReady & district assessments. Data will be monitored in weekly PLC's and weekly Intervention meetings. Accommodations will be provided to eligible students and monitored by the classroom teachers, ESE/504 instructors, and testing coordinator. Lesson plans will include specific strategies and plans for differentiated instruction. Classroom observations will be conducted by the principal to ensure implementation. Instructors will provide "Push In" support to increase student to teacher ratio during critical times in the day. Attendance will be monitored, reinforced, and support/ intervention will be provided as needed to increase opportunities to learn. A school wide behavior plan will be implemented in order to create positive learning environments for all students. Positive behavior will be reinforced and behavior interventions will be provided specific to needs.
Rationale for Evidence-based Strategy:	Monitoring Data will provide opportunities for reflection, revision, and celebration of strategies for each student. Weekly meetings (PLC's & Intervention) will provide time to address the specific needs of each student. Lesson plans will provide evidence of purposeful instruction for the needs of each student. "Push In" support during critical times will increase the teacher to student ratio, increasing opportunities for support. Lesson plans and classroom observations will allow opportunities for growth & reflection of strategies. Monitoring attendance will ensure academic time is provided. Monitoring behavior will increase a positive learning environment for all.

Action Steps to Implement

1. Students will participate in Quarterly Assessments, including STAR, iReady & District Assessments
2. Data will be monitored in Weekly PLC's and Intervention Meetings
3. Lesson Plans will include specific strategies for intervention, including differentiated instruction
4. Attendance will be monitored, reinforced...and support provided as needed
5. Behavior will be monitored, reinforced...and support provided as needed
6. A highly qualified teacher will instruct in grades 3-5th

Person Responsible	Sherri Wipf (sherrimw@leeschools.net)

Additional Schoolwide Improvement Priorities

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

Leadership team will identify and track student during monthly data meetings. Leadership team will also identify specific needs for these students to help close the gap and help the students to achieve proficiency.

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.

At the beginning of the year, families and students are invited to an open house where staff share the vision, mission, and culture of the school. Parents, students, teachers, community members, and business partners will participate in the comprehensive needs' assessment by hosting School Advisory Meetings, Student Led Conferences, and Curriculum Events in order to share and analyze data for all student groups including regular education, ESE, gifted, migrant, ELLs, L25%, educationally disadvantaged and historically underserved. As a group, student and school needs will be identified. Stakeholders will participate as a result of inviting guests through school newsletters, website, School Facebook, School Twitter, emails, PeachJar, and parent calls. Flexible meeting times will increase participation. Business partners and community members will be invited via emails, phone calls, mail, and personal verbal invitation. Input from stakeholders will be collected through open discussions and surveys. These communications and opportunities for input will be flexible in format such as online, electronic, in person, and on paper. Formats will be provided in simple terms and in the language preference of the family. Information gathered from this data will be used to identify school needs and to create an action plan. School Advisory Council meetings will be held monthly in order to create and determine progress toward reaching goals. Action plans will be revised based on data and input.

Parent Family and Engagement Plan (PFEP) Link

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