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Astatula Elementary School

13925 FLORIDA AVE, Astatula, FL 34705

<https://ael.lake.k12.fl.us/>

Demographics

Principal: Robert Sherman

Start Date for this Principal: 7/1/2021

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)	other
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (53%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Lake 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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Astatula Elementary School

13925 FLORIDA AVE, Astatula, FL 34705

<https://ael.lake.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">96%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">other</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;">45%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	C

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SIP Authority

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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.

The mission of Astatula Elementary is to encourage creativity, personal pride and academic excellence. In a safe, caring environment, individuals will be challenged to become productive lifelong learners.

Provide the school's vision statement.

Our vision is to ensure the success of all students by providing academic and social-emotional support.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Sherman, Robert	Principal	The principal is responsible for ensuring school safety, standards-based instruction, and stakeholder involvement. In a collaborative effort, the leadership team collects, monitors, and analyzes data to allow for shared decision making.
Harris, Dave	Assistant Principal	The assistant principal is responsible for ensuring school safety, standards-based instruction, and stakeholder involvement. In a collaborative effort, the leadership team collects, monitors, and analyzes data to allow for shared decision making.
Bonvento, Andrea	Instructional Coach	The instructional coaches provide support to teachers through modeling, coaching, mentoring, and conferencing. They provide resources to support instructional practice. In a collaborative effort, the leadership team collects, monitors, and analyzes data to allow for shared decision making.
Christianson, Jacalyn	Other	The ESE specialist coordinates the services to meet the needs of all students with disabilities. In a collaborative effort, the leadership team collects, monitors, and analyzes data to allow for shared decision making.
Marcinkus, Amy	Curriculum Resource Teacher	The instructional coaches provide support to teachers through modeling, coaching, mentoring, and conferencing. They provide resources to support instructional practice. In a collaborative effort, the leadership team collects, monitors, and analyzes data to allow for shared decision making.
Phipps, Lauren	Instructional Coach	The instructional coaches provide support to teachers through modeling, coaching, mentoring, and conferencing. They provide resources to support instructional practice. In a collaborative effort, the leadership team collects, monitors, and analyzes data to allow for shared decision making.
Adair, Stacy	School Counselor	The purpose of the job is to serve in a student advisement and advocacy capacity in fostering the attainment of student educational goals. Employees in this job classification are responsible for facilitating appropriate student entrance into the educational system and establishing a suitable course of academics based on identified goals and abilities of each individual student. Work includes maintaining communication, knowledge of student progress toward established goals, and providing professional counseling services. The position monitors student progress, and facilitates achievement of academic success. Performs related work as directed.

Demographic Information

Principal start date

Thursday 7/1/2021, Robert Sherman

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.*

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.*

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

650

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	5	25	33	14	25	22	0	0	0	0	0	0	0	0	124
One or more suspensions	1	1	0	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	6	3	0	1	0	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	1	6	12	11	19	12	0	0	0	0	0	0	0	0	61

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	13	20	24	36	58	0	0	0	0	0	0	0	0	152

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	6	2	7	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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	67	71	68	79	86	69	0	0	0	0	0	0	0	440
Attendance below 90 percent	16	8	6	4	4	9	0	0	0	0	0	0	0	47
One or more suspensions	1	1	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in Math	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12

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	33	29	37	55	42	52	0	0	0	0	0	0	0	248

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	2	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

2020-21 - 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	67	71	68	79	86	69	0	0	0	0	0	0	0	440
Attendance below 90 percent	16	8	6	4	4	9	0	0	0	0	0	0	0	47
One or more suspensions	1	1	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in Math	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12

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	33	29	37	55	42	52	0	0	0	0	0	0	0	248

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	2	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	58%	57%	55%	59%	56%
ELA Learning Gains				63%	57%	58%	53%	54%	55%
ELA Lowest 25th Percentile				58%	49%	53%	52%	46%	48%
Math Achievement				63%	60%	63%	58%	63%	62%
Math Learning Gains				65%	56%	62%	53%	54%	59%
Math Lowest 25th Percentile				60%	39%	51%	40%	41%	47%
Science Achievement				50%	54%	53%	61%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	62%	60%	2%	58%	4%
Cohort Comparison		-59%				
05	2021					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	62%	-3%	62%	-3%
Cohort Comparison						
04	2021					
	2019	61%	61%	0%	64%	-3%
Cohort Comparison		-59%				
05	2021					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1, 2, 3- iReady Reading and Math,
 Grades 4, 5-Spring FSA reading and math and Science LSA's,

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	65%	42%
	Economically Disadvantaged			
	Students With Disabilities	24%	35%	47%
	English Language Learners	25%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21%	40%	53%
	Economically Disadvantaged			
	Students With Disabilities	12%	24%	53%
	English Language Learners	25%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	34%	36%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
	English Language Learners	25%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	31%	36%
	Economically Disadvantaged			
	Students With Disabilities	0%	33%	41%
	English Language Learners	2%	2%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	40%	31%
	Economically Disadvantaged Students With Disabilities	0%	1%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	32%	29%
	Economically Disadvantaged Students With Disabilities	13%	26%	20%
	English Language Learners	0%	0%	0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			38%
	Economically Disadvantaged Students With Disabilities			1%
	English Language Learners			25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			40%
	Economically Disadvantaged Students With Disabilities			1%
	English Language Learners			19%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			51%
	Economically Disadvantaged Students With Disabilities			25%
	English Language Learners			25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			52%
	Economically Disadvantaged Students With Disabilities			25%
	English Language Learners			25%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43%	57%	79%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	55		31	55		27				
ELL	28			44							
BLK	35			24							
HSP	40	52		46	48		43				
WHT	53	61		57	68		58				
FRL	39	39	40	40	44	45	36				
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	28	48	54	37	60	61	22				
ELL	46	71	67	41	54	73	33				
BLK	47			60							
HSP	53	65	55	54	63	61	37				

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
MUL	60			70							
WHT	67	64	56	67	65	52	59				
FRL	53	61	62	53	66	67	37				
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	28	39	47	42	47	33	43				
ELL	23	29	42	37	43	50					
BLK	53	70		53	60						
HSP	39	43	46	47	49	46	40				
MUL	55			55							
WHT	64	58	57	65	57	35	73				
FRL	45	48	50	51	48	37	50				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	70
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Decrease in all core content areas across all grade levels and subgroups

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the progress monitoring data and 2019 FSA scores, ELA demonstrates the greatest need for improvement with a focus on second and third grades.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need are as follows:

Mobility of students between virtual and physical traditional classroom

Attendance/quarantine

Revised intervention plan due to cohort restrictions

New Actions to address need for improvement:

Positive Reinforcement plan to promote attendance

Providing academic support using instructional coaches and interventionists in second through fifth grades

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

N/A

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

Walk to intervention and acceleration groups

Academic support using instructional coaches and interventionists in second through fifth grades

Implement Foundations in grades K-2

Implement Leveled Literacy Intervention in grades K-2

Utilize all components of the PLC process

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

iReady professional development with the iReady consultant

PLC professional development and weekly PLC team meetings

K-2 Geodes training

Wit and Wisdom training

BEST standards training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Quarterly meetings with new teachers
Continue Science Vertical Planning and quarterly assessments for grades 3-5

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	A review of 20-21 progress monitoring and state assessments indicated a decrease in proficiency levels in all subject areas. Focusing on purpose and guided instruction within the district framework will improve learning and ensure increased proficiency in all subject areas.
Measurable Outcome:	By focusing on these areas, we expect to see an increase in state assessment proficiency. Achievement in each area will increase by 3%.
Monitoring:	iReady progress monitoring LSA Quarterly Science assessments (grades 3-5) Common assessments PLC team meeting 4 square notes Learning walks Lesson plan checks
Person responsible for monitoring outcome:	Robert Sherman (shermanr@lake.k12.fl.us)
Evidence-based Strategy:	Utilize the PLC process and questions 1. What do students need to know and be able to do? 2. How will we know if they learned it? 3. How will we respond if they don't learn it? 4. How will we extend the learning for those who know it?
Rationale for Evidence-based Strategy:	If we implement the PLC process with fidelity, then we will see an improvement in instructional practices and subsequent increase in student achievement. Resources from the Team Lake PLC Academy will be utilized.

Action Steps to Implement

1. Provide professional development for professional learning community process
2. Provide training in district instructional framework focusing on Purpose and Guided Instruction
3. Establishing and implementing a structure and expectations for a PLC
4. The leadership will monitor the progress and fidelity of the professional learning community

Person Responsible Robert Sherman (shermanr@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus
Description and Rationale: Based on the EWS course failure and retention data we will focus on ensuring high expectations, building relationships, developing collective efficacy, and recruiting and retaining highly qualified and effective staff.

Measurable Outcome: By looking at student performance data, we will decrease the amount of students by 3% with Early Warning Signs to include students in course failures and retentions. We will increase the number of students who are on honor roll and making growth on i-Ready diagnostic assessments by 3%.

Monitoring: The leadership team will monitor for the desired outcome by analyzing data from the i-Ready diagnostic reports and performing intentional learning walks.

Person responsible for monitoring outcome: Robert Sherman (shermanr@lake.k12.fl.us)

Evidence-based Strategy: By utilizing Sanford Harmony and providing restorative practices, we expect to build and increase student relationships which is expected to have a positive impact on student achievement by 3%. We will monitor student growth and achievement through iReady Math and Reading. We will conduct learning walks with leadership team members to ensure effective instructional strategies are being demonstrated.

Rationale for Evidence-based Strategy: If we build relationships, reward students for academic achievement, instill a common instructional framework and analyze best teacher practices, then we can expect a 3% increase in student performance.

Action Steps to Implement

1. Providing professional development in de-escalating strategies to all staff
2. Implementation of Sanford Harmony and restorative practices in the classrooms
3. Implementation of student rewards/incentives through Member of the Bobcat Club with quarterly data review for high achievement scores and growth determined by i-Ready math and reading scores and classroom assessments.
4. Structured Learning Walks to ensure fidelity and to provide feedback to teachers in regards to instruction
5. Teacher participation on professional learning communities to collaborate on instructional strategies, complete test item analysis, discuss implementation of district framework which includes instructional strategies.
6. Provide a new teacher support system to include mentors

Person Responsible: Robert Sherman (shermanr@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on FSA and i-Ready results from the Needs Assessment, we will implement academic interventions and acceleration time. A focus on the SWD subgroup is identified as a critical area of focus. By focusing on this subgroup, a 3% increase in proficiency on FSA scores is expected in both math and reading. An additional focus on bottom quartile students is also expected to generate a 3% increase in math and reading proficiency as determined by the FSA.

Measurable Outcome: By focusing on intervention and acceleration opportunities in ELA and math, we expect a 3% increase in proficiency scores measured by ELA and math FSA in all subgroups.

Monitoring: iReady progress monitoring
 Intentional Learning walks during intervention/acceleration times
 Lesson plan checks

Person responsible for monitoring outcome: Robert Sherman (shermanr@lake.k12.fl.us)

Evidence-based Strategy: Implementing specifically targeted intervention and acceleration groups with academic support interventionists will increase academic achievement as measured by the ELA and math FSA with an 3% expected gain. i-Ready scores will be monitored and analyzed quarterly by the leadership team.

Rationale for Evidence-based Strategy: If we implement, monitor, and support intervention/acceleration groups, then there will be an expected 3% increase in FSA achievement in ELA and math.

Action Steps to Implement

1. Facilitate data sorts to create "walk-to" intervention and acceleration groups based on multiple data points
2. Hire academic intervention support personnel using SAI and Title One funds
3. Develop and implement intervention/acceleration blocks for all grade levels
4. Conduct learning walks to monitor fidelity and effectiveness
5. Allow for groups to be fluid and adjust intervention groups accordingly
6. Leadership team will monitor academic progress with i-Ready

Person Responsible Robert Sherman (shermanr@lake.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: A review of 20-21 progress monitoring and state assessments showed 38% of 3rd grade students scoring proficiency on the ELA FSA, 51% of 4th grade students scoring proficiency on the ELA FSA, and 58% of 5th grade students scoring proficiency on the ELA FSA. In reviewing the beginning of year data for current students in K through third, Our iReady scores show 24% of K students, 6% of 1st grade students, 18% of 2nd grade students, and 38% of 3rd grade students scored on grade level according.

Measurable Outcome: We expect to increase the percentage of 3rd grade students scoring level 3 or higher on 2022 ELA standardized assessment from 38% to 42%.

Monitoring: iReady Diagnostic and Growth Monitoring Assessments. Adaptive Progress Monitoring (APM) program provided two times to monitor growth of students. Professional Learning Community (PLC) team meeting four square notes. Intentional Learning Walks during intervention/acceleration times.

Person responsible for monitoring outcome: Robert Sherman (shermanr@lake.k12.fl.us)

Evidence-based Strategy: Implement core ELA materials aligned to the science of reading and integration of content-rich texts

Plan reading instruction in the 6 components of reading using the 120 minute District Literacy Block
 Level Literacy Intervention (LLI)
 iReady Tools for Instruction
 Florida Reading Research Center (FCRR)
 Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)

An effective literacy program should always encompass the six basic components: phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. LLI is a short term intervention, that provides daily, intensive, small-group instruction for improvement in vocabulary, fluency, and comprehension.

Rationale for Evidence-based Strategy: iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. The iReady Tools for Instruction provides teachers with alternative teaching strategies for challenging concepts and skills for reading readiness.

FCRR provides skilled-based activities that are designed for students to practice, demonstrate, and extend their learning of what has already been taught. SIPPS is a research-based foundational skills program proven to help both new and struggling readers.

Action Steps to Implement

1. Facilitate data sorts to create "walk-to" intervention and acceleration groups based on multiple data points
2. Facilitate data chats with teachers and monitor teacher inputted data on digital data wall
3. Hire academic intervention support personnel using SAI and Title One funds
4. Develop and implement intervention/acceleration blocks for all grade levels
5. Conduct learning walks to monitor fidelity and effectiveness of programs
6. Allow for groups to be fluid and adjust intervention groups accordingly
7. Leadership team will monitor academic progress with i-Ready

Person Responsible Robert Sherman (shermanr@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Astatula Elementary's discipline data could not be found on SafeSchoolsforAlex.org. In reviewing our discipline data with district and region, Astatula's OSS incident percentage is lower than both. Astatula has 2 incidents and less than 1% of OSS occurrences. Our ISS incident percentage is comparable to the district's percentage and lower than the region at 4%. We will continue to utilize Sanford harmony lessons to build student relationships. We will continue to implement restorative practices through our Positive Alternative to School Suspensions (PASS) program.

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.

Astatula Elementary provides incentives and rewards to students through the iReady math and reading program. A reward program for students in grades 3-5 will be continued for students to earn recognition for grades, attendance, and academic growth. Teachers are recognized by their peers in an attempt to build peer relationships. Incentives are provided. A teacher "spotlight" which provides information to community, peers, and students is provided on social media. Parent communication is provided through the school website and social media. A parent call-out and email blast system is utilized to ensure school information is provided to families. We hold a parent report card night to ensure communication tied directly to academic achievements/challenges. A climate survey is provided at the end of year for parent input. SAC meetings are held monthly.

Following are parent/community attended events:

Science Fair-- Increased academic awareness of the scientific and/or engineering process.

School STEAM Night- Increase family engagement in Science, Technology, Engineering, Arts and Mathematics

Data-Driven Parent Conference Nights- Parents will know child's academic progress and expectations for success.

Internet Safety Parent Night- Parent and student awareness of online threats and dangers

Title I Annual Meeting- Families will be provided information and expectations of Title I program

Family School Liaison- Family resource center, prescription pads for learning resources and manipulatives to aid

student success

Family Literacy and Book Fair Night- Parents will receive reading strategies to take home to assist students with comprehension and fluency.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Administrators - Ensure the safety of the students and staff, provide professional development opportunities for staff, provide opportunities for parents and students to participate in after-school events, conduct learning walks and provide feedback to teachers, communicate expectations to all stakeholders, secure funds through fundraising and grants to provide for staff, students and school needs, and monitor the effectiveness of programs and plans.

Instructional Coaches - Provide professional development to teachers, work directly with students by providing interventions to students, provide resources to teachers and parents, assist administration in monitoring the effectiveness of programs and plans, and build relationships with students, parents, and teachers.

Resource Officer - Ensures the safety of the students and staff and builds relationships with students, staff, parents and community. Instrumental in building a school and community connection.

Teachers- Ensure the safety of the students, provide instruction to students, facilitate learning opportunities during, before and/or after school, provide interventions and acceleration to students, Provide opportunities for parent involvement

Staff - Ensure a safe and effective learning environment, assist in the academic achievements for all students, participate in school related events and communicate with all stakeholders.

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	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00