Leesburg Elementary School

2021-22 Schoolwide Improvement Plan

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Leesburg Elementary School

2229 SOUTH ST, Leesburg, FL 34748

https://lel.lake.k12.fl.us//

Demographics

Principal: Susan Jordan

Start Date for this Principal: 6/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (45%) 2016-17: C (43%)
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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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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.

Ensuring Achievement, Learning, and Leadership for ALL.

Provide the school's vision statement.

To create an elementary school community that develops students who achieve greatness both academically and socially to become productive leaders in society.

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
Jordan, Susan	Principal	Instructional and Non-instructional Evaluations Professional Development Attendance, MTSS, Assessments Leadership/Team Leader Meetings TEAM Assessments School Budgets School Support Team Meetings Media Contact /News Releases Leave Requests Approval, PTO/SAC Business Partners Curriculum Writing Teams Evening Events Academic Action Team UniSIG Budget and Plan Discipline & Bus Discipline
Green, Amber	Assistant Principal	Instructional and Non-instructional Evaluations ESOL Leader in Me Health Coordinator 21st Century Grant Title I Budget EWS Team Lead PFEP Grade Change Certifications Professional Development MTSS, School Improvement Plan TEAM Assessments, Textbooks Discipline & Bus Discipline
Thomas, Wesley	Assistant Principal	Instructional and Non-instructional Evaluations School Safety Professional Development MTSS Intervention Team TEAM Evaluations Teacher Induction Support Field Trip Coordinator Before and After School Clubs Genius Bar Coordinator School & Personnel Awards Culture Action Team Discipline & Bus Discipline

Name	Position Title	Job Duties and Responsibilities
Phillips, Mary Grace	Assistant Principal	Instructional and Non-instructional Evaluations Red Ribbon Week Tuesday & Thursday School Leadership Action Team Discipline & Bus Discipline
Mauriell, Christy	Reading Coach	Grades 3 - 5 Literacy Coach: PLC Wacky Wednesday Meetings, Common Planning, Model Lessons, Coaching Cycle, Literacy Week, Curriculum Nights: Literacy, I-Ready Contact, Academic Action Team
Pendergraft, Courtney	Reading Coach	KG - 2nd Literacy Coach: PLC Wacky Wednesday Meetings, Professional Development, Model Lessons, Coaching Cycle, Morning Lab Coordinator, Literacy Week, DRA Contact (Assessment in KG), I-Ready Reading Contact, Epic Contact, Curriculum Nights: Literacy, Academics Action Team
McGrew, LaGuardia	Other	Potential Specialist: MTSS Behavior Interventions, PBIS Lead, PBIS School Store, Culture Action Team, Lower Quartile,
Scovack, Kristin	Teacher, K-12	MTSS Resource Teacher and Coach, MTSS Teacher Assistants, MTSS Progress Monitoring, Retention Meetings, Teacher Talks, MTSS Professional Development, Lower Quartile Monitoring, New Teacher Coaching, SIPPS and LLI Intervention Lead, Academic Action Team
Christ, Deborah	Other	ESE School Specialist: MTSS III, Retention Meetings, Teacher Talks, ESE Professional Development, Articulation, ESE Contact & Records (IEPs), IDEA Funds, Placements (Laws & Compliance), Attendance, Meetings (ESE), Disability Awareness, Academic Action Team
Carter, Shannon	Other	Mental Health Liaison: Meet with students regarding Social/Emotional Needs, Sanford/Harmony Trainer and Contact, LEAPS Lessons, Behavior Threat Assessment Lead
Days, Anika	Other	PASS Teacher: Work with teachers, classrooms, and students with Restorative Practices to help EWS data, Tropicana Speech, Spelling Bee, Reading A-Z contact, Culture Action Team
Cedat, Patricia	School Counselor	MTSS 504 Retention Meetings Teacher Talks DCF Contact Attendance Data /Meetings Articulation

Name	Position Title	Job Duties and Responsibilities
		Honor Roll Awards Ceremony Individual/Group Counseling Homeless Liaison Bully-Proofing Your School K-2 ESOL EWS/SEL Team
Williams, Keith	Instructional Coach	3rd-5th Math and 5th Grade Science Coach, Model Lessons, Coaching Cycle, Professional Development, Common Planning, PLC Wacky Wednesday Math, ALEKS contact, Leadership Action Team, Curriculum Night

Demographic Information

Principal start date

Monday 6/3/2019, Susan Jordan

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.*

11

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

732

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

23

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

19

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	102	115	126	106	141	0	0	0	0	0	0	0	590
Attendance below 90 percent	0	34	42	42	34	40	0	0	0	0	0	0	0	192
One or more suspensions	0	4	7	8	9	16	0	0	0	0	0	0	0	44
Course failure in ELA	0	4	4	10	4	3	0	0	0	0	0	0	0	25
Course failure in Math	0	3	2	11	5	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	21	59	62	48	46	0	0	0	0	0	0	0	236
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	22	26	45	69	91	0	0	0	0	0	0	0	253

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

Date this data was collected or last updated

Tuesday 6/29/2021

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	45	135	132	126	154	128	0	0	0	0	0	0	0	720
Attendance below 90 percent	0	22	16	16	19	19	0	0	0	0	0	0	0	92
One or more suspensions	0	5	5	6	5	11	0	0	0	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	23	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	34	0	0	0	0	0	0	0	40
	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	36	61	63	89	75	0	0	0	0	0	0	0	324

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

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	102	115	126	106	141	115	0	0	0	0	0	0	0	705
Attendance below 90 percent	34	42	42	34	40	15	0	0	0	0	0	0	0	207
One or more suspensions	4	7	8	9	16	14	0	0	0	0	0	0	0	58
Course failure in ELA	4	4	10	4	3	1	0	0	0	0	0	0	0	26
Course failure in Math	3	2	11	5	2	1	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	27	0	0	0	0	0	0	0	34
	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	22	26	45	69	91	82	0	0	0	0	0	0	0	335

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	0	0	0	0	0	0	0	0	0	0	0	0	2
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 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				44%	58%	57%	47%	59%	56%
ELA Learning Gains				51%	57%	58%	48%	54%	55%
ELA Lowest 25th Percentile				45%	49%	53%	32%	46%	48%
Math Achievement				37%	60%	63%	47%	63%	62%
Math Learning Gains				36%	56%	62%	49%	54%	59%
Math Lowest 25th Percentile				30%	39%	51%	44%	41%	47%
Science Achievement				40%	54%	53%	46%	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	44%	60%	-16%	58%	-14%
Cohort Comparison						
04	2021					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison		-44%				
05	2021					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-39%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	46%	62%	-16%	62%	-16%
Cohort Comparison						
04	2021					
	2019	28%	61%	-33%	64%	-36%
Cohort Comparison		-46%				
05	2021					
	2019	35%	57%	-22%	60%	-25%
Cohort Comparison		-28%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	43%	56%	-13%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Reading and Math Diagnostics 2020-2021

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(10) 9%	(20) 17%	(37) 32%
	Economically Disadvantaged	(10) 9%	(21) 18%	(37) 32%
	Students With Disabilities	(12) 10%	(21) 16%	(9) 8%
	English Language Learners	(0) 0%	(0) 0%	(0) 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(6) 5%	(13) 11%	(46) 40%
	Economically Disadvantaged	(8) 7%	(14) 12%	(48) 42%
	Students With Disabilities	(0) 0%	(0) 0%	(35) 30%
	English Language Learners	(0) 0%	(0) 0%	(38) 33%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(14) 11%	(37) 29%	(48) 38%
	Economically Disadvantaged	(15) 12%	(37) 29%	(48) 38%
	Students With Disabilities	(0) 0%	(0) 0%	(0) 0%
	English Language Learners	(0) 0%	(8) 6%	(16) 13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(9) 7%	(20)16%	(39) 31%
	Economically Disadvantaged	(10) 8%	(21) 17%	(38) 30%
	Students With Disabilities	(0) 0%	(0) 0%	(0) 0%
	English Language Learners	(0) 0%	(0) 0%	(8) 6%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(33) 31%	(50) 47%	(61)58%
	Economically Disadvantaged	(32) 30%	(53) 50%	(61) 58%
	Students With Disabilities	(35) 33%	(15) 14%	(38) 36%
	English Language Learners	(21) 20%	(42) 40%	(42) 40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(7) 7%	(17) 16%	
	Economically Disadvantaged	(8) 8%	(18) 17%	
	Students With Disabilities	(23) 22%	(15) 14%	
	English Language Learners	(0) 0%	(0) 0%	

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(17) 12%	(25) 18%	
	Economically Disadvantaged	(17) 12%	(28) 20%	
	Students With Disabilities	(0) 0%	(8) 6%	
	English Language Learners	(24) 17%	(21) 15%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(10) 7%	(31) 22%	
	Economically Disadvantaged	(11) 8%	(34) 24%	
	Students With Disabilities	(4) 3%	(8) 6%	
	English Language Learners	(24) 17%	(44) 31%	

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(22) 19%	(31) 27%	
	Economically Disadvantaged	(21) 18%	(31) 27%	
	Students With Disabilities	(5) 4%	(9) 8%	
	English Language Learners	(0) 0%	(29) 25%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(13) 11%	(32) 28%	
	Economically Disadvantaged	(13) 11%	(32) 28%	
	Students With Disabilities	(0) 0%	(0) 0%	
	English Language Learners	(0) 0%	(20) 17%	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	(60) 52%	(35) 30%	(84) 73%
	Economically Disadvantaged	(60) 52%	(35) 30%	(84) 73%
	Students With Disabilities	(7) 6%	(2) 2%	(45) 39%
	English Language Learners	(13) 11%		

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	13	17	21	14	19	23	9				
ELL	26			39							
BLK	19	24	36	14	15	11	9				
HSP	29	35		35	20		29				
MUL	29	30		35	30		33				
WHT	51	57		51	54		60				
FRL	30	34	33	29	26	20	25				

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	12	27	25	12	23	16	21				
ELL	24	48		35	38		50				
BLK	31	36	38	22	27	17	19				
HSP	37	59	45	35	30	58	43				
MUL	65	82		43	54						
WHT	58	56	62	54	46	29	58				
FRL	44	52	44	37	36	31	39				

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	12	31	25	13	26	30	18				
ELL	21	50		56	60						
BLK	36	39	27	29	38	44	23				
HSP	45	53	38	53	54	45	38				
MUL	37	37		63	58						
WHT	59	55	40	57	53	42	71				
FRL	45	46	30	44	47	44	45				

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	273

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	18
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	55
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Growth was evident in all subgroups and grade levels across both subjects (Reading and Math) as evidenced by the i-Ready Diagnostic (EOY Reading for K-3rd, MOY Reading for 4th-5th, EOY Math for K-2, MOY Math for 3rd-5th)

Reading
SWD - Increased by 6%
ELL - Increased by 7%
Black - Increased by 19%
Other - Increased by 24%
White - Increased by 25%
Economically Disadvantaged - Increased by 23%

Math
SWD - Increased by 9%
ELL - Increased by 17%
Black - Increased by 18%
Other - Increased by 41%
White - Increased by 27%
Economically Disadvantaged - Increased by 25%

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

Based on MOY progress monitoring, our data shows that we are still below the federal index of 41% in our ESSA subgroups. Additionally, at mid-year our ELL subgroup did not show significant growth, therefore an increased focus on this subgroup will be necessary.

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

Absences and quarantines of both students and support staff contributed to creating gaps in learning and the need for improvement. The absences hindered the ability to provide consistency in instruction and implementation of intervention programs. Modifications have been made to the school-wide attendance plan in order to encourage and increase student attendance. Essential standards have been identified by grade levels and will be remediated through differentiated instruction throughout the school year until mastery is achieved for all. Students will be able to move fluidly within skills groups to have their individual academic needs addressed.

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

Progress monitoring via i-Ready indicated that Kindergarten demonstrated the highest growth in proficiency in Reading (80% Proficient). Second grade had the second highest proficiency growth in Reading at 39% (increased from 12%). Kindergarten was a highlight in math with 67% proficiency followed by First Grade with 36% growth (increased from 7%).

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

A contributing factor to the improvement was additional support. New actions taken in this area included Kindergarten receiving extra support from an additional teacher assistant and a co-teacher in the ESE inclusion classroom. Another contributing factor in these grade levels was the consistent return of students from virtual and/or home-school.

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

The following strategies will be implemented:

Identification of essential standards and weekly data dives to analyze students' progression in the essential standards.

Restructuring of interventions to increase students' time in the classroom. Interventions will be driven by the essential standards.

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.

Professional development will be provided during grade levels' Wacky Wednesdays and monthly Genius Bars. Topics will include Reading with Conferring and Integrating SIPPS Within Content Areas. Coaches will attend monthly district meetings and deliver instruction on best practices and provide additional support on the B.E.S.T. standards and differentiation of Essential Standards.

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

Additional collaborative planning provided by UniSIG funds for teachers to analyze data and plan next steps to address students' needs.

Additional teacher assistants, intervention teachers, MTSS Coach, and Potential Specialist will be purchased with Title I and UniSIG funds in order to increase differentiated instruction and provide additional support for students receiving Tier 2 and Tier 3 interventions.

Content Area Coaches are being purchased with Title 1 funds to support teachers in the understanding and implementation of the B.E.S.T. Standards and MAFS, along with best practices in delivering instruction. Coaches will also support teachers in disaggregating student data and implementing next steps.

Math Acaletics will be implemented school-wide to enhance math instruction and provide spiral review for K-5 math standards.

Leader in Me training (Academics II) for faculty and staff will build capacity for high expectations and collective teacher efficacy.

Professional development on PLC, Essential Standards will be provided during the Teacher Academy.
PD regarding collaboration for all learners, equity and "teachers' why" will be given during pre-planning to increase awareness of unconscious bias and increase collective teacher efficacy.

School-wide book study on authentic literacy (The Book Whisperer) will take place virtually during the summer. The purpose of the book study is to build teacher capacity surrounding authentic reading and writing.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:
Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction in all content areas to improve student achievement. Understanding, planning, delivering and differentiating standards is a focus because data shows that students in the lowest quartile are not making learning gains and meeting proficiency levels. Aligning lessons to standards, setting a clear purpose with "What, Why, How", differentiating to meet the needs of students, incorporating reading, writing, thinking, and talking in every lesson, every day, and holding high expectations will increase academic growth and achievement within all student sub-groups.

Measurable Outcome:
By focusing on this area, we expect to see increases in K-2 i-Ready Reading data from 29% to 67% and i-Ready Math from 32% to 66%. Additionally, we'd like to see an increase in FSA scores from 2019 for students in grades 3-5 students meeting proficiency in ELA FSA from 41% to 51% and Math FSA from 32% to 42% as well as 5th grade students meeting proficiency on Science FCAT 2.0 to increase from 37% to 47%. Furthermore, our ESSA subgroups that were below the state average for two consecutive years will increase their proficiency from 19% to 41% for SWD and 27% to 41% for the Black subgroup.

Monitoring:
To monitor this focus area, instructional coaches will facilitate weekly data analysis and help teachers with developing lessons to differentiate instruction on essential standards to lead students to mastery. Principal and Assistant Principals will conduct learning walks to look for transfer of common planning, standards-aligned instruction and student assignments. The leadership team will review progress monitoring data from i-Ready, LSAs, Mini-Benchmarks, APM, Write Score, and Acaletics monthly.

Person responsible for monitoring outcome:
Susan Jordan (jordans1@lake.k12.fl.us)

Evidence-based Strategy:
We will utilize weekly time for collaborative planning in ELA, Math, and Science to increase student achievement. Collaborative planning will occur two times a week, plus a full day of collaborative planning every seven weeks with grade level teachers, content area coach, counselors, MTSS coordinator, and principal/assistant principal. We will also provide an additional four hours of planning monthly to improve instruction and increase student achievement.

Rationale for Evidence-based Strategy:
If we implement, monitor, and support common planning, then teachers will use a uniformed approach to the delivery of common lesson plans and academic strategies that will increase student achievement. This will also provide a scheduled time for teachers to plan for differentiated standards-based instruction with a variety of texts that provide mirrors and windows for all students. In addition, implementing frequent data chats with teachers about student progress will help us support teachers being able to identify gaps within student performance levels in order to understand how to plan for differentiated instruction. Furthermore, if we increase and support teacher data analysis meetings using data from multiple sources including mini assessments, LSA's, Write Score, and i-Ready results, the data will be used to drive standards-based instructional decisions, forming and teaching small groups, and creating prescribed independent practice, which will, in turn, increase student achievement and filling in learning gaps. Through the effective use of content area coaches utilizing learning walks and supporting teaching and learning, we can identify teachers in each grade level implementing best practices to meet the needs of all students, and create model classrooms to increase instructional practices across campus.

Action Steps to Implement

Develop an agenda for weekly collaborative planning and a full day every seven weeks that allows for standard analysis, text discussion, high yield instructional strategies and lesson planning.
Conduct weekly learning walks and provide specific feedback to ensure transfer from collaborative planning to classroom instruction.

Person Responsible   Christy Mauriell (mauriellc@lake.k12.fl.us)

Provide teachers with an additional hour of plan time ($20/hr) each week to analyze data for student need and plan standards based instruction (UniSig funds).

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Purchase Ready LAFS, MAFS, and Writing Workbooks from Curriculum Associates for approximately 500 students in grades 2 - 5. Through teacher-led instruction, students will apply newly developed math skills, read, analyze and engage actively with source texts, learning to research for evidence and acquiring lifelong writing strategies.

Person Responsible   Amber Green (greena@lake.k12.fl.us)

Purchase ALEKS (Title1) Math Digital Learning Program will be purchased for grades 3-5 to enhance the core curriculum and strengthen math skills for approximately 450 students.

Person Responsible   Amber Green (greena@lake.k12.fl.us)

Purchase Write Score for 2nd -5th grades for Reading and Writing Practice Tests and Instructional Materials for approximately 500 students to enhance the core ELA curriculum. The practice tests and instructional materials will be used to determine student areas of need in reading and writing and provide teachers with specific intervention lessons.

Person Responsible   Amber Green (greena@lake.k12.fl.us)

Purchase 3 content area coaches - Coaches will lead weekly collaborative planning sessions to support teachers with the development and delivery of standards based lessons in reading and math. They will also provide instructional strategies and support to teachers through the implementation of coaching cycles, side-by-side teaching, and will serve as a model classroom for others to observe.

Person Responsible   Amber Green (greena@lake.k12.fl.us)

Materials and Supplies - pencils, paper, notebooks, markers, journals, to support students unable to purchase these supplies for themselves. Additionally, the purchase of supplies will provide students with the necessary tools to practice and apply skills in ELA, Math, Social Studies, and Science. Students will use the supplies to practice reading, writing, thinking, and talking. Supplies will foster student engagement to ultimately impact student achievement.

Person Responsible   Amber Green (greena@lake.k12.fl.us)

Purchase and hire Grade Level Teacher Assistants to support academic achievement in ELA, Math, and SIPPS, plus LLI Teacher Assistants to support literacy instruction by working directly with students in small group settings to address standards in need of improvement.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Chromebooks and Accessories - will help to enhance and supplement instruction with ELA and Math courses during whole group and intervention. Students will use the Chromebooks for programs such as i-Ready, Google Classroom, and ALEKS to practice reading and math skills in order to increase student engagement which will ultimately help to improve academic achievement.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Purchase of food items and material will support the monthly parent engagement events including Hispanic Heritage Night, Literacy Night, STEAM Night, Black History Month Jubilee, and Women's History Month Tea. For each parent engagement event, students create individual and/or class projects to display, therefore materials such as poster board, and paper are necessary for purchase. In addition, the engagement events are meant to increase parents' involvement with their child's education progress.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Implement the Acaletics program in K-5 to enhance Math instruction in order to increase student proficiency on essential standards.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Leesburg Elementary School's faculty and staff will create a school-wide culture where relationships are cultivated, leadership skills are taught, established, and nurtured, and students and families feel welcomed and engaged in learning. Faculty and staff will utilize all Early Warning Sign data to increase engaged behaviors in order to maintain a safe and positive school culture for all students. This Area of Focus was identified as a critical area of need because Early Warning Sign data showed there is inconsistent school attendance with students. In addition, the classroom strategies utilized to manage behaviors were ineffective because Early Warning Sign data showed the percentage of students of color receiving suspensions accounted for more than the overall school's percentage of suspensions. Addressing this Area of Focus will help improve student attendance and behavior, therefore resulting in students receiving more instructional time and opportunities to increase their academic achievement.
Measurable Outcome:	By focusing on creating a positive culture and climate, we expect to see the percentage of students missing 10% or more of the school year to decrease from 31% to 21%. We also expect to see an increase in the percent of students without two or more discipline referrals from 83% to 93%. We expect to see a decrease in In-School and Out of School suspension of black students from 24% to 14%. .
Monitoring:	To monitor this focus area, the PST will review attendance and discipline data monthly to identify students in critical need. Also, interventions will be implemented that will promote attendance and decrease discipline referrals.
Person responsible for monitoring outcome:	Amber Green (greena@lake.k12.fl.us)
Evidence-based Strategy:	Weekly Leader in Me lessons related to a specific habit, restorative practices along with morning meetings will be used to increase desired student behaviors and reduce the amount of students with 2 or more discipline referrals. In addition, providing monthly and quarterly incentives to students will increase the desire to attend school. Student behavior and attendance will be monitored weekly utilizing EWS reports and analyzed by the Principal, Assistant Principals, MTSS Coach, PASS Teacher, Mental Health Liaison, Counselors, Family School Liaison (FSL), Potential Specialist, and Social Worker.
Rationale for Evidence-based Strategy:	By incorporating a consistent behavior management system and building students' character traits using The 7 Habits of Highly Effective Kids (Leader in Me) and Restorative Practices, then teachers and students will be empowered by the ability to communicate, cooperate, connect, and resolve conflict, resulting in higher student engagement in learning. Training new teachers to our school on the 7 Habits of Highly Effective Kids will help increase positive behaviors on campus and reduce classroom disruptions and suspensions for our students, especially those in the lowest quartile that hit multiple early warning signs. It will also equip our teachers with the tools to teach leadership to students, build relationships, and engage them in learning to increase overall academic achievement. Restorative Practices will be implemented within the PASS Teacher's daily schedule, and the strategies will be utilized by the faculty and staff within the classroom as needed. Sanford Harmony will be used by the Mental Health Liaison to help students with social/emotional needs. Training will be held for new faculty and staff members, as well as a refresher during monthly Genius Bars to ensure implementation is evident school wide. This will decrease the number of disciplinary issues during instruction and increase student attendance, resulting in higher academic student achievement.

By implementing a consistent attendance management and incentive plan, faculty, staff, and students will understand the importance of attending school regularly. If we increase parental involvement events, then families will have a better understanding of the importance of school attendance and will ensure their children are present daily.

Action Steps to Implement

Develop, implement and monitor the Leader in Me Drop Everything and Lead Time curriculum to increase the students' ownership of The 7 Habits. Monitor Morning Meeting time and implement side by side coaching for Restorative Circles by the PASS Teacher when needed.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Family School Liaison (FSL) - will work directly with students and their families by providing academic resources to be used at home to increase student academic achievement. FSL will also provide students and families with personal resources, including food and clothing, as well as make home visits to provide support with attendance, social, and behavior concerns.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Leader in Me - purchase includes membership, consultant, materials, and professional development. The program will directly impact approximately 800 students and over 100 staff. It teaches 21st Century leadership and life skills to students while creating a culture of student empowerment to become a leader. Leader in Me will also provide teachers with training on equity, unconscious bias, and on identifying how to empower students to be in charge of their learning.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Leader in Me Summer Writing Team - A summer writing team will be formed in order to update and develop curriculum for Leader in Me weekly leadership lessons for grades K-5. A total of 6 teachers will work together for 2 days, 6 hours each day, to develop the curriculum. The writing team will take place in July 2021.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Potential Specialist for K-5 will provide interventions in behavior and academics for students in the lowest quartile. Additionally, the potential specialist will provide support to families and conduct home visits in order to increase student achievement.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Develop, implement and monitor a monthly student and staff attendance incentive program to motivate school attendance. FSL, Potential Specialist, and Social Worker will conduct home visits to encourage attendance.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

Plan and implement family engagement events including, but not limited to STEM (Orlando Science Center), Literacy Nights, Women's Tea, Hispanic Heritage, and Soul Food Jubilee to increase parents' involvement and awareness of the importance of their child's education.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

The EWS Team will conduct weekly meetings to review and address Early Warning Sign data consisting of school administrators, the support team, and social worker. Students in need of Tier 2 and Tier 3

support for behavior and attendance will be identified. Appropriate interventions will be determined and put in place to provide support.

Person Responsible Amber Green (greena@lake.k12.fl.us)

EWS data will be reviewed with faculty and staff during monthly meetings in whole group and/or grade levels to identify and support students identified as at risk for early warning signs.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Using SAI dollars, train up to 20 new teachers on 7 Habits of Highly Effective kids via virtual module studies. Modules will take a total of 5 hours to complete and will be due by the end of December 2021.

Person Responsible Mary Grace Phillips (phillipsm@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Within a Multi-Tiered System of Support, the teachers and instructional support team will plan, deliver, and monitor data-driven instruction and intervention in individual and small group settings for all under-performing students and subgroups. According to an analysis of state and district assessment data, the students within the lowest quartile are not making learning gains or meeting proficiency in ELA and MATH due to weak small group instruction and ineffective implementation and fidelity of tiered interventions. ESSA data shows that 2 subgroups (SWD and Black Students) scored lower than 41% on the Federal Index for Math and ELA. This indicates a need for increased intervention with these subgroups. Small group instruction will be used to address ELA deficiencies. In math, the ESE subgroup scored lowest in Measurement and Data and Geometry. The Black subgroup scored lowest in Algebra and Algebraic Thinking and Geometry. Small group instruction using i-Ready lessons will be used to support math instruction and address their Math deficiencies. A focus on improving our fidelity of instruction and intervention will impact student learning and success by giving all students the support they need to increase their academic achievement in ELA and Math essential standards. All intervention strategies are being provided to students with fidelity and are reviewed every 6 weeks with the MTSS Team and teacher. The students will be monitored and tracked by subgroups (LQ, ESSA subgroups, Race, Gender, etc.) using progress monitoring data that is provided through the intervention programs. Student data points will be analyzed to determine if progress is made.
Measurable Outcome:	By focusing on school-wide interventions, we expect to see student achievement in ELA and Math increase in every subgroup as evidenced by iReady Math and iReady Reading scores, classroom grades, state and district assessments. We expect 50% of students in the lowest quartile in grades K-2 to meet proficiency on iReady Reading and Math. We expect the percentage of lowest quartile students in grades 3-5 meeting proficiency on ELA FSA to increase from 5% to 30% and Math FSA from 4% to 30%.
Monitoring:	To monitor progress we will analyze BOY, MOY, and EOY iReady data, common formative and summative assessments every 6 weeks. We will also conduct weekly learning walks during interventions, looking for strong small group differentiated instruction and ensuring best practices are utilized with fidelity and offering specific feedback for teachers with improvement.
Person responsible for monitoring outcome:	Wesley Thomas (thomasw@lake.k12.fl.us)
Evidence-based Strategy:	Grade Level Intervention teachers will be used to push into classes daily during small group instruction to support students receiving Tier II interventions. MTSS Resource Team will pull out students receiving Tier III interventions for 30 minutes/day.

Teacher-led small group instruction will be utilized daily in ELA and Math to increase student proficiency in essential standards.

LLI (Leveled Literacy Intervention) will be used with students in Kdg - 5th grades to increase reading fluency and comprehension.

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) will be used as a Tier III intervention for Kdg - 5 to increase reading fluency and comprehension. |

Rationale for Evidence-based Strategy:	If we provide additional support to tiered instruction through the use of Intervention teachers and teacher assistants, fidelity will improve, therefore increasing the achievement of students in the lowest quartile. If we implement scaled lessons, students will receive intensive, small group instruction which will increase achievement levels. By implementing, monitoring, and supporting SIPPS, LLI, and math remediation small groups, there will be an increase in proficiency in both ELA and Math with a target of at least 50%. SIPPS is chosen to address reading, comprehension, and fluency in KG - 3rd grade. LLI was chosen as a proven research based reading program that has a track record of showing two years of student growth in one year in other schools. There is an intervention teacher at each grade level in 1st - 5th grades who will support their grade level teachers and teacher assistants with implementation of remediation and intervention lessons. These interventionists will report to their assigned administrator with trends and monthly data.

Action Steps to Implement

Identify and create a list of students, including ESSA subgroups (Black and ESE) to provide targeted intervention utilizing Leveled Literacy Intervention. LLI Groups are created by ability level and kept in groups of 4 or less to provide targeted reading remediation, and will be held in the LLI Lab four days a week and monitored by the MTSS Coach.

Person Responsible Kristin Scovack (scovackk@lake.k12.fl.us)

Hire 4 interventionists - teachers who will provide the expected need for additional remediation through the '21-'22 school year. Interventionists will support students specific to their areas of deficiency with one-on-one or small groups and will address reading and math for grades K-5.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Hire 3 teacher assistants for implementation of Leveled Literacy Intervention (LLI) in the '21-'22 school year. These additional teacher assistants will allow for the effective implementation of LLI which requires small groups of one or two students per adult.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Develop a PD schedule with built in support sessions to provide ELA Teachers and teacher assistants with SIPPS and/or LLI training to ensure accurate and timely instruction on a consistent basis.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

Utilize SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to build new and struggling readers' skills and confidence for fluent, independent reading. Purchase additional SIPPS kits for instruction.

Person Responsible Amber Green (greena@lake.k12.fl.us)

Purchase supplies for intervention teachers and teacher assistants to support LLI and SIPPS in classroom and small group settings. Supplies would include paper, pencils, markers, crayons, notebooks, individual whiteboards, expo markers, storage crates, and sticky notes.

Person Responsible Amber Green (greena@lake.k12.fl.us)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Through ongoing professional learning and shared leadership opportunities, the administrative team will build the capacity of leaders, teachers, and support staff to ensure fidelity and consistent growth for all. 30% of the instructional personnel are new to Leesburg Elementary, which includes 50% of the content area coaches. Additionally, the decrease of a school dean and an increase to an administrator will bring different responsibilities to the leadership team. By focusing on retaining high quality teachers and reducing instructional turnover, we will be able to build sustainable and effective instructional practices. Student achievement will improve with more effective teachers. By providing opportunities to grow teacher leaders and coaches, we will create a school culture of high expectations and student achievement. The school support team is an integral part of moving students towards proficiency and beyond. Through consistent teacher support and providing on-going professional development and feedback, our teachers will become highly effective teachers who focus on creating and delivering grade appropriate assignments with strong instruction, deep engagement, and upholding high expectations to increase teacher efficacy.
Measurable Outcome:	By focusing on teacher retention and building capacity, we expect to see increases in the following areas of student achievement: Increase the percent of 3-5 students meeting proficiency on ELA from 41% to 51% and Math FSA from 32% to 42%. Increase the percent of 5th grade students meeting proficiency on Science FCAT 2.0 from 37% to 47%.
Monitoring:	Progress monitoring data will be collected through scheduled learning walks with admin and coaches targeting elements from the District Instructional Framework specific to teacher and student moves. This data will help drive feedback for both individual teachers and grade level teams. Additional data will be collected on Domains II, III, and IV of teachers' TEAM evaluations. Grade level and individual teacher data chats will be held on discipline, grades,progress on the Essential Standards, and student assessment results. Administration and coaches will use information to help drive teacher coaching cycles and their action plans.
Person responsible for monitoring outcome:	Susan Jordan (jordans1@lake.k12.fl.us)
Evidence-based Strategy:	Instructional coaches and teachers will be building their capacity through collaborative planning sessions both twice a week and for a full day every seven weeks, in sessions facilitated by coaches in creating standards based lessons filled with best practices. Strategies will be modeled in common planning by coaches and teachers using effective instructional practices. By creating, facilitating and monitoring the power points, the teachers will build capacity focused on effective instructional delivery. The administration will work with the district and state to support grade level teams centered around instructional practices.
Rationale for Evidence-based Strategy:	By creating, implementing and ensuring a system of professional development and job embedded learning experiences, all faculty and staff will grow in their capacities to provide meaningful and effective support and instruction for all students. The result of increased instructional effectiveness and efficacy of faculty and staff will result in improved academic performance across all grade levels for all students.

Action Steps to Implement

We will use grade level common anchor lesson and texts, weekly learning walks conducted by administration and coaches (with feedback provided), a minimum of two collaborative planning sessions per week for all teachers, one full day of common planning every seven weeks, the use of common assessments and district mini-assessments, and monthly data chats with administration as multiple means to discuss student achievement and make adjustments based upon any trends per grade level.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

The administration, the leadership team and selected teacher leaders will attend district professional learning opportunities to advance their professional skill set, resulting in sharing that knowledge to build the capacity of all teachers and increase instructional effectiveness.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

We will invite and host district and state visitors for organized learning walks and instructional reviews in an effort to increase professional feedback related to the improvement of overall school systems and classroom instruction, resulting in higher student achievement.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Using the Get Better Faster (GBF) resources, Administration and Content Area Coaches will create and implement a coaching cycle for teachers requiring support in their instructional practices. Learning walks, assessment data, and student work samples will be used to monitor the progress of teachers receiving GBF coaching support.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Content Area Coach will provide the coaching cycle with Needs Improvement teachers to support teacher growth in becoming an effective teacher. The Coach will be assigned as a co-teacher with the NI teachers and support student learning in the classroom. Learning walks, assessment data, and student work samples will be used to monitor the progress of teachers receiving coaching support.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

#5. Instructional Practice specifically relating to ELA

	BOY i-Ready Data for K-3 and FSA Data for 4th and 5th grades indicate a critical need for a focus on instructional practice related to ELA. Students exhibit multiple areas of need as it relates to literacy development. Core instruction and intervention will be targeted and aligned to ensure ELA and literacy acquisition are explicitly planned for, taught, tracked, and intervened.
Area of Focus Description and Rationale:	ELA i-Ready Data: Student 1 Year or More Below Grade Level K - 84% 1st - 90% 2nd - 88% 3rd - 76% 2021 FSA ELA Percentage of Students Scoring Level 1 & 2 3rd - 70% 4th - 73% 5th - 64%
Measurable Outcome:	Measurable Outcomes - Increase Students Scoring On Grade Level in K-3 and FSA Level 3 K - Increase On Grade Level from 16% to 19% 1st - Increase On Grade Level 10% to 13% 2nd - Increase On Grade Level 11% to 14% 3rd - Increase On Grade Level 24% to 27% Increase Percentage of Students Scoring Level 3 or Above on FSA ELA 3rd - Increase Percentage of Students Scoring Level 3 or Above from 30% to 33% 4th - Increase Percentage of Students Scoring Level 3 or Above from 27% to 30% 5th - Increase Percentage of Students Scoring Level 3 or Above from 36% to 39%
Monitoring:	Progress monitoring will occur via MOY i-Ready data, formative assessments, and learning walks. The curriculum is designed around 3 principles of balanced literacy of informational and fine-art texts, knowledge building, and integration of reading, writing, speaking, listening, and language so every strand of the standards are woven in. The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data are collected and analyzed during problem solving meetings. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction and provide ongoing progress monitoring.
Person responsible for monitoring outcome:	Susan Jordan (jordans1@lake.k12.fl.us)
Evidence-based Strategy:	We are implementing the following evidence-based strategies: 1. i-Ready Tools for Instruction Lessons -ESSA results show promising evidence 2. SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) - IES Practice Guide 3, Strong Evidence 3. LLI (Leveled Literacy Intervention) - Strong Evidence per ESSA

4. FCRR - Florida Center for Reading Research

Rationale for Evidence-based Strategy:	If students receive targeted intervention in Phonics, then they will become more fluent readers and increase their reading achievement. If students receive targeted instruction in Comprehension and Vocabulary, then they will increase their vocabulary and comprehension skills, resulting in increased reading achievement. If we utilize core and intervention protocols and resources with fidelity and assess, monitor, and reteach, then students will increase achievement in literacy and reading proficiency. If we provide a standards aligned ELA Block, students will receive targeted core instruction in the 6 components of literacy (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing).

Action Steps to Implement

Provide Collaborative Planning bi-weekly on Saturdays for teachers to analyze ELA data, create lessons, create a rotation schedule, and group students for Essential Standards remediation and intervention.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Conduct weekly data review of learning walks trends, intervention tracking, and formative assessments to ensure progress toward meeting identified goals.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Implement quarterly school-wide data chats to ensure progress toward meeting identified goals, revise plans, and provided additional support as necessary.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

Primary areas of focus will be increasing the implementation of restorative practices in classrooms and refining the steps of the discipline ladder. We will strive to decrease the number of classroom disruptions, incidents of defiance of authority, and out-of-school suspensions by utilizing the PASS teacher, Mental Health Liaison, and Potential Specialist. They will teach social emotional lessons and restorative practices to equip students with strategies to increase their abilities to self-regulate at school and home.

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.

Leesburg Elementary will increase parent involvement by scheduling academic and informational nights several times throughout the school year. To accommodate for parent's scheduling conflicts, some events will be offered at multiple times per day. Additionally, we will provide planned sessions at school and at home for parents to meet with the Family School Liaison and guidance counselors. Parents will receive ongoing communication regarding school events through student agendas, newsletters, phone messages, conferences, a T.V broadcast, social media and informational meetings. Teachers will provide parents information about student progress during parent/teacher conferences and meetings about the new assessment/reports. Additionally, information is also sent home in Spanish and other home languages when feasible.

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

We hold monthly PTO and SAC meetings which stakeholders are invited to attend. Additionally, all of the LES Faculty and Staff members participate in one of three Action Teams consisting of Leadership, Academics, and Culture. These teams help plan events and coordinate communication to all our stakeholders throughout the school year. Community businesses partner with us to increase student reading achievement via incentive programs. Our school has over 60 school clubs, in which every student participates and has a chance to demonstrate their leadership. Our clubs will each participate in a service learning project that will benefit the school and/or the community.

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				$34,509.39
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0291 - Leesburg Elementary School	UniSIG		$28,980.00

			Notes: Collaborative Planning @ $20/hour - teachers will be provided an additional 1 hour of plan time each week to analyze data for student need and plan standards based instruction. Funds are for 63 teachers for 23 weeks. Teachers are paid the stipend for hours beyond their contract time.			
	5100	210-Retirement	0291 - Leesburg Elementary School	UniSIG		$3,135.64
			Notes: Collaborative Planning Employee Benefits: Retirement 10.82%			
	5100	220-Social Security	0291 - Leesburg Elementary School	UniSIG		$2,216.97
			Notes: Collaborative Planning Employee Benefits: Social Security 6.2%/Medicare 1.45%			
	5100	240-Workers Compensation	0291 - Leesburg Elementary School	UniSIG		$176.78
			Notes: Collaborative Planning Employee Benefits: Worker's Comp .61%			
2	**III.A.**	**Areas of Focus: Culture & Environment: Early Warning Systems**				**$53,929.44**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	130-Other Certified Instructional Personnel	0291 - Leesburg Elementary School	UniSIG	1.0	$38,132.88
			Notes: A Potential Specialist will work with Early Warning Systems in grades K-5 monitoring student behavior and attendance to increase engaged behaviors in the classroom.			
	6100	210-Retirement	0291 - Leesburg Elementary School	UniSIG		$4,125.98
			Notes: Potential Specialist Employee Benefits: Retirement 10.82%			
	6100	220-Social Security	0291 - Leesburg Elementary School	UniSIG		$2,917.17
			Notes: Potential Specialist Employee Benefits: Social Security 6.2%/Medicare 1.45%			
	6100	230-Group Insurance	0291 - Leesburg Elementary School	UniSIG		$8,520.80
			Notes: Potential Specialist Employee Benefits: Group Insurance $8520.80; (September 1st through May 31st, 2022)			
	6100	240-Workers Compensation	0291 - Leesburg Elementary School	UniSIG		$232.61
			Notes: Potential Specialist Employee Benefits: Worker's Comp .61%			
3	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**				**$217,084.21**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0291 - Leesburg Elementary School	UniSIG	8.0	$94,159.36
			Notes: 8 Teacher Assistants (+ 3%) (6.5 hrs/day each) for the implementation of Leveled Literacy Intervention (LLI) and SIPPS in the 21-22 school year. In order for LLI and SIPPS to run effectively, additional teacher assistants will be required to work with students. This will allow for small groups of one or two students per adult. Two teacher assistants will work with students in the low performing ESSA subgroups under the direct supervision of a certified teacher.			
	5100	210-Retirement	0291 - Leesburg Elementary School	UniSIG		$10,188.04
			Notes: Teacher Assistants Employee Benefits: Retirement 10.82%			

	5100	220-Social Security	0291 - Leesburg Elementary School	UniSIG		$7,203.19
		Notes: Teacher Assistants Employee Benefits: Social Security 6.2%/Medicare 1.45%				
	5100	230-Group Insurance	0291 - Leesburg Elementary School	UniSIG		$68,166.40
		Notes: Teacher Assistant Employee Benefits: Group Insurance $8520.80; (Contract paid September 1st through May 31st, 2022)				
	5100	240-Workers Compensation	0291 - Leesburg Elementary School	UniSIG		$574.37
		Notes: Teacher Assistants Employee Benefits: Worker's Comp .61%				
	5100	510-Supplies	0291 - Leesburg Elementary School	UniSIG		$11,782.38
		Notes: Supplies to support instruction in all K-5 classrooms include, but not limited to Post-It notes (pack per classroom in K-5) for annotating while reading text, (1530) composition books (5 per student in K-3 & 5th gr.) and (360) spiral notebooks (5 per 4th gr. student) to reflect on text read, copy paper for 67 teachers/8 teacher assistants (75 boxes) to provide supplemental student work copies, student data and work copies for LLI and SIPPS intervention groups. Chart paper (4 per teacher) used by (67) teachers to create anchor charts that are visual instructional tools to teach goals, review concepts, and establish learning expectations. Quote included.				
	5100	520-Textbooks	0291 - Leesburg Elementary School	UniSIG		$15,000.00
		Notes: Supplemental resource books that include complex text, fiction, non-fiction, poetry, biographies, informational, and drama to be used by students in all K-5 classrooms to learn and eventually master essential reading, writing, speaking and listening skills, as well as grammar and vocabulary. Teachers will use the books to implement reading with conferring and instruction of the B.E.S.T. standards while creating successful readers, critical thinkers, and effective communicators. Quote included.				
	5100	390-Other Purchased Services	0291 - Leesburg Elementary School	UniSIG		$10,010.47
		Notes: Write Score for Reading and Writing Practice Tests and Instructional Materials will be purchased for 385 students in grades 3, 4, and 5 to enhance the core ELA curriculum. The practice tests and instructional materials will be used to determine student areas of need in reading and writing and provide teachers with specific lessons for intervention. Quote included.				
4	**III.A.**	**Areas of Focus: Leadership: Leadership Development**				**$11,705.71**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	0291 - Leesburg Elementary School	UniSIG		$11,705.71
		Notes: Indirect Cost - 3.86% of total grant funds paid directly to LCS district to manage grant funds.				
5	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$317,228.75**