

Polk County Public Schools

# Lena Vista Elementary School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>25</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

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

## Demographics

**Principal: Diameshia Williams**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (42%) 2016-17: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

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

## 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	59%

## School Grades History

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

## School Board Approval

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

## SIP Authority

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Sharp, Deneece	Principal	As the leader of the School Based Leadership Team I set the mission and vision within the school. I work with the leadership in the development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. I develop clear expectations for instruction (Rigor, Relevance, and Relationship). I provide information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.
Gainey, Dru	Assistant Principal	As the support leader of the School Based Leadership Team I support the principal in the mission and vision within the school. I work with the leadership in the support of development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. I support clear expectations for instruction (Rigor, Relevance, and Relationship). I provide information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.
Williams, Hunter	Dean	As the support leader of the School Based Leadership Team I support the principal in the mission and vision within the school. I work with the leadership in the support of development of strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. I support clear expectations for instruction (Rigor, Relevance, and Relationship). I provide information on how to understand and break barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.
Mack, Jill	Instructional Coach	Instructional Reading Coach as well as interventionist for the bottom 25%. They will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.
Mullenix, Kayle	Instructional Coach	Instructional Math and Science Coach as well as interventionist for the bottom 25%. They will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction.
Lemire, Sara	Attendance/ Social Work	One of the main duties of an elementary school social worker is to provide counseling to students with social, emotional or psychological problems. They will provide crisis intervention counseling in emergency situations like suspected suicidal idealization or violence. The social worker will also work with our district's HEARTH program to support families in need.
Hallam, Teresa	School Counselor	The primary duty of an elementary school counselor is to ensure that students have access to the resources necessary for academic and social development. They also ensure that curricula and programs address the developmental and



Name	Position Title	Job Duties and Responsibilities
		educational needs of students. They also work with the school social worker to address students in need both emotional, social and financially.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Diameshia Williams

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

1

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

7

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

793

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

8

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

10

### 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	123	135	158	152	142	130	0	0	0	0	0	0	0	840
Attendance below 90 percent	47	48	53	47	58	43	0	0	0	0	0	0	0	296
One or more suspensions	3	6	9	7	9	8	0	0	0	0	0	0	0	42
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 FSA ELA assessment	0	0	0	0	7	23	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	0	89	4	0	0	0	0	0	0	0	0	0	93

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	4	3	11	21	0	0	0	0	0	0	0	44

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	5	18	0	0	0	0	0	0	0	0	0	30
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**

Friday 6/25/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	4	18	0	0	0	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	5	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	3	4	0	0	0	0	0	0	0	8

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	4	18	0	0	0	0	0	0	0	24

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	5	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	3	4	0	0	0	0	0	0	0	8

## 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				45%	51%	57%	40%	50%	56%
ELA Learning Gains				48%	51%	58%	44%	51%	55%
ELA Lowest 25th Percentile				48%	49%	53%	48%	45%	48%
Math Achievement				43%	57%	63%	43%	58%	62%
Math Learning Gains				41%	56%	62%	47%	56%	59%
Math Lowest 25th Percentile				38%	47%	51%	29%	44%	47%
Science Achievement				40%	47%	53%	46%	53%	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	48%	52%	-4%	58%	-10%
Cohort Comparison						
04	2021					
	2019	35%	48%	-13%	58%	-23%
Cohort Comparison		-48%				
05	2021					
	2019	40%	47%	-7%	56%	-16%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	56%	-4%	62%	-10%
Cohort Comparison						
04	2021					
	2019	39%	56%	-17%	64%	-25%
Cohort Comparison		-52%				
05	2021					
	2019	25%	51%	-26%	60%	-35%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	45%	-7%	53%	-15%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

STAR Early Literacy, STAR Reading and STAR Math. Science and Writing quarterly assessments developed by our district.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	61	49
	Economically Disadvantaged	46	61	56
	Students With Disabilities	30	30	38
	English Language Learners	30	39	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	71	53
	Economically Disadvantaged	63	70	52
	Students With Disabilities	53	67	35
	English Language Learners	74	25	20
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	41	52
	Economically Disadvantaged	25	39	51
	Students With Disabilities	4	7	22
	English Language Learners	11	23	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	39	39
	Economically Disadvantaged	28	35	31
	Students With Disabilities	15	13	26
	English Language Learners	17	28	17

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	47	41
	Economically Disadvantaged	41	39	38
	Students With Disabilities	14	16	8
	English Language Learners	35	35	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	59	45
	Economically Disadvantaged	45	52	31
	Students With Disabilities	31	38	31
	English Language Learners	46	61	32
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	46	35
	Economically Disadvantaged	30	40	31
	Students With Disabilities	14	16	8
	English Language Learners	17	46	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	55	33
	Economically Disadvantaged	48	52	31
	Students With Disabilities	25	22	9
	English Language Learners	39	46	16

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	40	44
	Economically Disadvantaged	32	36	43
	Students With Disabilities	14	13	8
	English Language Learners	22	33	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	38	37
	Economically Disadvantaged	43	43	43
	Students With Disabilities	5	26	4
	English Language Learners	26	25	20
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	38	44
	Economically Disadvantaged	42	41	46
	Students With Disabilities	35	13	16
	English Language Learners	44	42	49

## 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	12	19	17	20	8	8	16				
ELL	31	38		31	25		26				
BLK	37	33		39	36		29				
HSP	33	36	38	36	24	13	22				
MUL	44			47							
WHT	48	37	42	44	28	27	46				
FRL	38	41	38	40	31	19	35				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	44	45	31	47	40	32				
ELL	25	43	58	30	40	33	25				
BLK	29	37	31	28	25						



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
HSP	36	39	50	36	43	33	45				
MUL	50			60							
WHT	53	56	56	49	43	48	43				
FRL	43	48	52	41	38	34	38				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	23	33	17	28	26	15				
ELL	31	38		31	37	23	20				
BLK	18	40	56	31	40	31	33				
HSP	43	52	40	39	38	14	43				
WHT	44	41	48	49	54	39	51				
FRL	39	43	48	41	46	30	46				

### 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	38
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	70
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
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	37
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	35
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	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
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?

Trends: Prior-Prior Data: According to FSA, 5th grade math learning gains (including lowest 25%) was the lowest performing data component. This is a trend from previous years with this cohort. African American and ELL showed a trend of insufficient learning gains with less than 15% growth in Math and ELA. Male African American students showed to lowest gains.

19-20 District Assessment Data: 4th grade also learning gains (including lowest 25%) was the lowest performing data component. 4th grade continues to struggle with learning gains. African American and ELL showed a trend of insufficient learning gains with less than 15% growth in Math and ELA.

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

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

Need for Improvement Data: Prior-Prior Data: 5th grade ELA and math had the biggest gap when compared to the state average from prior-prior year. 5th grade math had a 28% gap and 4th grade ELA had a 27% gap from prior-prior. 19-20 District Assessment Data: 4th grade reading and math had the biggest gap on achievement from prior year.

This includes for subgroups as related to ELL and African American. Again, African American males showed the largest gap and need for improvement.

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

Actions: Professional Development with all new teachers including coaching cycles for support with coaches weekly. LSI professional learning opportunities monthly to increase knowledge and expectations of classroom instruction. As well as diagnosing essential missed learning that may have occurred to teachers lack of knowledge weekly during Professional Learning Communities.

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

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

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

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

Contributing Factors: (1)3rd and 5th grade teachers developed target-task alignment activities weekly in planning. (2)Teachers worked as teams to diagnosis student work samples to see if they met standards weekly.

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

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

Strategies to be implemented daily:

1. Scaffolding intentionally to build understanding and confidence as rigor is increased daily.
2. Building Knowledge and vocabulary to increase comprehension daily
3. Utilizing Collaborative Student Teams for engagement and student ownership daily

### **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 Learning: (1) This year we will continue our Ignite series with LSI. Professional development will refocus our instruction on target/task alignment, teaming for engagement, student ownership, scaffolding, and acceleration. This PD will also support teacher and student monitoring of standard progress. There will be 11 PD sessions in all that will build support in the above focus areas. (2)Effective Vocabulary instruction with systematic planned encounters with texts and other media will be used to connect and provide students with concepts and words needed to successfully tackle challenging tasks.

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

Additional Services: Attendance monitoring and positive behavior support to build intrinsic motivation to attend and do well in school. Attendance will be monitored weekly by attendance manager and discussed with administration and dean of all students to maximize the learning potential; with a focus on tardies and early check-outs. Teachers will create an environment that supports an understanding of cultural differences and use of strategies that impacts the learning of these cultures differences. Harmony and character education will be used daily for 15 minutes a day to create this understanding. Also, teachers and administration will monitor student work samples weekly to ensure the full intent of the standard is visible in all subgroups. Extended learning will also be offered to grades 3-5 to enhance learning potential. The bottom 30% will be offered this opportunity for 3 months 2 times a week.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

<b>Area of Focus Description and Rationale:</b>	All students will receive grade level standard-based instruction daily to improve student achievement in core content areas. Students will be exposed to student-centered academic achievement daily that has the full intent and rigor of the grade level standard, which will build on their current level of learning closing the gap in proficiency. "Prior-Prior" students received instruction that was not to the full intent and rigor of the standard. In addition, tasks were below the grade level expectation. In 2018-19 55% of students in grades 3-5 earned a Level 1 or 2 on the state reading assessment. In 2018-19 57% of students in grades 3-5 earned a Level 1 or 2 on the state mathematics assessment. All ESSA subgroups in 2018-19 were above the 32% in ELA, Math, and Science except African American and ELL.
<b>Measurable Outcome:</b>	As a result of standards-based instruction taught in core content areas, 50% of students will earn a level 3, 4 or 5 on the state reading assessment, 48% of students will earn a level 3, 4, or 5 on the state math assessment and 45% of 5th grade students will earn a level 3, 4, or 5 on the state science assessment. All ESSA subgroups will perform at a minimum of 32% overall.
<b>Monitoring:</b>	Student learning will be monitored by Teacher, Coaches, and Administration through grade level formative assessments and district progress monitoring tools such as STAR/IStation/ Science and Writing Quarterlies. As well as, teacher daily monitored student standard progress reports using standard tracking tools such as the Student Evidence Tracker. Students not showing adequate growth of 10% will be monitored weekly using standard based tasks and assessments.
<b>Person responsible for monitoring outcome:</b>	Deneece Sharp (deneece.sharp@polk-fl.net)
<b>Evidence-based Strategy:</b>	The evidence-based strategy being used is the practical instructional model of Student-Centered Academic Achievement through Standards-Driven Instruction Essentials for Achieving Rigor by Toth and Marzano. This will provide staff with professional learning on developing purposeful tasks that meet the intent and rigor of the standards when teachers have a full understanding and implementation of these standards. Through the understanding of taxonomy levels, teachers will create tasks that align to learning targets, benchmarks, and/or clarifications/success criteria. This will create target-task alignment through the development of a purposeful task. As well as, implementation of student-led teams. There will also be a focus on daily instructional strategies for accelerating learning. This training and job-embedded coaching ensures that standards-based learning targets and success criteria are the focus of student learning and teachers success of planning competency-based instruction.
<b>Rationale for Evidence-based Strategy:</b>	In 2018-19 55% of students in grades 3-5 earned a Level 1 or 2 on the state reading assessment. In 2018-19 57% of students in grades 3-5 earned a Level 1 or 2 on the state mathematics assessment. All ESSA subgroups in 2018-19 were above the 32% in ELA, Math, and Science except African American and ELL however struggled to meet proficiency of the FSA. "Prior-Prior" students received instruction that was not to the full intent and rigor of the standard. In addition, tasks were below the grade level expectation. This is also a three year initiative which aligns to the last 2 years of implementation that has shown growth both in formative and summative assessments.

**Action Steps to Implement**

Administration will provide teachers with Professional Learning Communities every Tuesday and Thursday that will effectively teach the building of target-task aligned activities, planning for increased student-

centered instructional strategies, and tracking of student progress toward intent of standard through standards tracking. During weekly PLC's teachers will collaboratively problem solve by collecting, examining, and scoring student evidence (work samples) to see if learning targets and full intent was met using a standards tracker to identify met, in progress, and not met. Administration will monitor teacher work samples to ensure target/task alignment is demonstrated 17 out of 20 samples every semester. Supplies for PLC's will be purchased with Title One dollars such as Spiraled Standards book, vertical progression book, Standards tracker, printing, folders, charts, etc.

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

Leadership team will be provided side-by-side coaching with a Learning Science International (LSI) consultant, 11 times throughout the year, that will connect the professional learning to immediate classroom actions that ensure correct implementation 100% of the time. LSI Consultant will provide 1 day of professional learning using LSI Ignite program review in August. Following the professional learning, Administration and Leadership team will support training through daily monitoring of focused classroom walkthroughs using the LSI tool phases of Teacher Prep, Student Readiness, Student Use, Teacher Verify. LSI Consultant will return for 10 Coaching for Implementation cycles. This will provide guidance and support for successful planning and initiation of competency-based learning models as teacher teams establish and work towards implementation of standards-based learning targets/benchmarks, and/or success criteria. LSI Consultant Services, Coaches, and Para Educator used to support action step will be provided by Title One as well as supplies.

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

The Instructional Coaches will facilitate subject-area planning with all content area teachers during their common planning period two days a week focusing on improving target/task alignment and student-led teaming during the year. During classroom walkthroughs, the coaches will measure student-led teams and target/task alignment using a research-based classroom walkthrough tool, such as RigorWalk. They will specifically identify the taxonomy level of the lesson learning target (3-5) or benchmark (K-2) and the taxonomy level of the students work being produced and track whether the levels are aligned. Each teacher will demonstrate target/task alignment in three of four monthly classroom visits as measured by the walkthrough tool with a focus on new or struggling teachers.

**Person Responsible** Jill Mack (jill.mack@polk-fl.net)

Administration will evaluate for implementation of Student-Centered Academic Achievement by doing focused walkthroughs weekly on improving student-led teams and target/task alignment throughout the year. During classroom evaluations of implementation, administration will measure target/task alignment using a research-based classroom walkthrough tool, such as RigorWalk. They will specifically identify the taxonomy level of the lesson learning target (3-5) or benchmark (K-2) and the taxonomy level of the students work being produced and track whether the levels are aligned. Administration will implement coaching cycles with instructional coaches on new or struggling teachers that aren't showing adequate implementation or student progress and provide feedback sessions weekly.

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

Students in grades 3-5 will be given Extended learning opportunities from February to April to engage in standards based instruction. Through Data Analysis of the STAR assessment the bottom 30% will be identified and offered this opportunity. Students will use IReady and tasks on identified not met standards while using IStation, Stem Scopes, and Read Works to assist with technology instruction. Supplies, technology, and transportation will be provided through Title One funding to assist students with materials needed to meet standards with the ability to attend through busing.

**Person Responsible** Kayle Mullenix (kayle.mullinex@polk-fl.net)



**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	43% of our 3rd through 5th grade were proficient on the state ELA FSA 20-21 school year.
<b>Description and Rationale:</b>	FSA results and STAR progress monitoring shows a deficiency in reading as stated by the State of Florida Department of Education (RAISE).
<b>Measurable Outcome:</b>	By the end of the 2021-22 school year, 50% of students will demonstrate proficiency , as measured by the 2022 ELA Florida State Assessment.
<b>Monitoring:</b>	Student learning will be monitored by Teacher, Coaches, and Administration through grade level formative assessments and district progress monitoring tools such as STAR, IStation, Freckle Reading, Writing Quarterlies, plus the ELA Adaptive Progress Monitoring (APM) . As well as, teacher daily monitored student standard progress reports using standard tracking tools such as the Student Evidence Tracker. Students not showing adequate growth will be monitored weekly using standard based tasks and assessments.
<b>Person responsible for monitoring outcome:</b>	Deneece Sharp (deneece.sharp@polk-fl.net)
<b>Evidence-based Strategy:</b>	Teachers, Coaches, and Interventionist will use flexible small group instruction to focus on non-proficient standards. As well as, ability grouping with guided leveled readers to increase readability by providing a focus on the Fab 5 (phonemic awareness, phonics, vocabulary, fluency, and comprehension) in small group instruction. This will allow all instructors to differentiate and scaffold as needed.
<b>Rationale for Evidence-based Strategy:</b>	Flexible grouping will allow instructors to focus on targeted standards to increase students understanding. Flexible groups will be created using STAR, IStation, Freckle Reading, and ELA APM as well as teacher monitored tracking tool. Ability grouping will allow instructors to focus on the development of the reading process to establish fundamental skills necessary for proficient reading.

**Action Steps to Implement**

Reading Coaches and Administration will meet with teachers during PLC's to analysis data, work samples, and student evidence tracker. As well as, how students performed on last years FSA. From there, students will be identified that need additional reinforcement on specific standards, targets and/or success criteria.

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

Reading Coaches will work with teachers in weekly PLC's to establish understanding of the rigor and full intent of the standard through the planning process. Coaching cycles will be used for struggling teachers to increase their academic knowledge and instructional strategies.

**Person Responsible** Jill Mack (jill.mack@polk-fl.net)

Reading Coaches and Teachers will then use data to create both flexible and ability groups within the ELA and MTSS blocks. Instructors will focus on leveled text, graphic organizers, and questioning techniques (questions that align to the standard) to increase students comprehension.

**Person Responsible** Jill Mack (jill.mack@polk-fl.net)

Reading Coaches, teachers and administration will also work in PLC's to review work samples and ELA assessments for progress and rigor of standard.



**Person Responsible** Jill Mack (jill.mack@polk-fl.net)

Administration will do a Rigor Walk in all 3-5 classrooms weekly using a student standard evidence tracker to ensure that instruction is being implemented at rigor. Plus, conduct data chats with teachers to discuss student progress and intervention steps, actions, and progress monitoring.

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

### 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.

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

**The PBIS team, attendance manager, School Social Worker, and counselor will use bi-monthly attendance reports to monitor grade level and student attendance. They will identify students and families to support to improve attendance. The School Social Worker and Counselor will coordinate the Morning Club attendance intervention program for students will less then 90% attendance rate, including the 2020-2021 Tier 3 students.**

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

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

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

### Part IV: Positive Culture & Environment

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

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

**Describe how the school addresses building a positive school culture and environment.**

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

\*Involve parents in your school culture, give them a platform for feedback on classroom activities or school programs.

\*Complimenting staff and students so they feel that they are cared for individually.

\*Create school norms that focus on building positive values in the school and classrooms.

\*Discipline is presented consistently across the school. When all students are treated equally and bad behavior is disciplined in the same way in different classrooms, this helps removes feelings of mistrust among students.

\*Modeled behaviors that are seen around school both for staff and students.

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

\*Encouraging innovation in our school and classrooms.

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

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

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

School Administration and Leadership team communicate and/or support the school district's mission, training priorities, and promotional activities; such activities play a part in encouraging change. This team plays a central role in providing leadership, articulating goals and behavioral expectations of teachers, and supporting staff in developing an effective and positive school climate. Administration believes that when teachers and staff are supported, students are supported.

Teachers and Support staff will create a culturally responsive classroom to understand the differences among the cultures in the classroom, while still recognizing and valuing individual student needs. Teachers and Support staff will understand the diverse needs of students and create relationships with students that are built upon collaboration. In turn, students will feel more empowered to speak out, ask questions, and give input to classroom procedures.

**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				\$445,069.34
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	100-Salaries	0841 - Lena Vista Elementary School	Title, I Part A		\$307,866.44
			<i>Notes: 3 Coaches, Social Worker</i>			
	6400		0841 - Lena Vista Elementary School			\$40,000.00
			<i>Notes: LSI PD, Student tracker, Teaming kit</i>			

	5100	510-Supplies	0841 - Lena Vista Elementary School	Title, I Part A		\$60,514.94
			Notes: Classroom libraries, print shop, iPad, scholastic social studies, Smartboards, etc			
	6150	100-Salaries	0841 - Lena Vista Elementary School	Title, I Part A		\$15,680.13
			Notes: Parent Involvement Para			
	6150	510-Supplies	0841 - Lena Vista Elementary School	Title, I Part A		\$4,289.86
			Notes: Print Shop, Supplies			
	6300	140-Substitute Teachers	0841 - Lena Vista Elementary School	Title, I Part A		\$9,574.40
			Notes: Curriculum Planning for understanding new standards K-2			
	5900	100-Salaries	0841 - Lena Vista Elementary School	Title, I Part A		\$7,143.57
			Notes: Extended learning			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$445,069.34