

Sumter District Schools

# Lake Panasoffkee Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[ no web address on file ]

## Demographics

Principal: Kelly Kinley

Start Date for this Principal: 8/19/2021

<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: A (64%) 2017-18: A (69%) 2016-17: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<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 Sumter 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.

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## Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[ no web address on file ]

### 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	27%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming a responsible, productive citizens able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, families, teachers, community partners, and leaders, elected officials and administrators. The staff of Lake Panasoffkee Elementary works to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

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

SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

### 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
Williams, Deserae	Teacher, K-12	Inclusion Teacher, Title I Contact
Wade, Nicole	Principal	
Davin, Ashley	Teacher, K-12	4th Grade - Grade Level Chairperson
Rockey, Stephen	Assistant Principal	
Hunt, Shelly	Curriculum Resource Teacher	MTSS
Wojnarowski, Rosemary	Teacher, K-12	2nd Grade - Grade Level Chairperson
James, Connie	Teacher, K-12	1st Grade - Grade Level Chairperson
Ashley, Sissy	Teacher, K-12	5th Grade - Grade Level Chairperson
Peacock, Jeanine	Instructional Media	
Sovercool, Wendi	Curriculum Resource Teacher	
Randolph, Cynthia	Curriculum Resource Teacher	
Sherman, Landrea	School Counselor	
Bates, Danielle	Teacher, K-12	Kindergarten Grade Level Chairperson
Davin, Matthew	Teacher, K-12	Data Scientist
White, Connie	Teacher, K-12	3rd Grade - Grade Level Chairperson

## Demographic Information

### Principal start date

Thursday 8/19/2021, Kelly Kinley

**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.*

10

**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.*

3

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

41



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

537

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

2

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

3

**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	82	89	92	79	99	96	0	0	0	0	0	0	0	537
Attendance below 90 percent	9	15	20	10	17	17	0	0	0	0	0	0	0	88
One or more suspensions	0	3	1	5	1	4	0	0	0	0	0	0	0	14
Course failure in ELA	1	1	3	3	0	1	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	9	5	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	4	4	0	0	0	0	0	0	0	0	0	8

**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	2	1	4	9	7	0	0	0	0	0	0	0	23

**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	7	8	17	5	0	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	1	0	5	2	2	0	0	0	0	0	0	0	10

**Date this data was collected or last updated**

Thursday 8/19/2021

**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	79	62	82	100	77	86	0	0	0	0	0	0	0	486
Attendance below 90 percent	1	4	10	10	7	7	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	5	0	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	3	5	9	1	6	0	0	0	0	0	0	0	24
Course failure in Math	0	2	3	2	0	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
	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	2	2	3	0	10	0	0	0	0	0	0	0	17

**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	9	7	0	1	0	0	0	0	0	0	0	19
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	79	62	82	100	77	86	0	0	0	0	0	0	0	486
Attendance below 90 percent	1	4	10	10	7	7	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	5	0	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	3	5	9	1	6	0	0	0	0	0	0	0	24
Course failure in Math	0	2	3	2	0	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
	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	2	2	3	0	10	0	0	0	0	0	0	0	17

**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	9	7	0	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**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				66%	56%	57%	72%	59%	56%
ELA Learning Gains				71%	58%	58%	66%	57%	55%
ELA Lowest 25th Percentile				56%	51%	53%	39%	48%	48%
Math Achievement				68%	61%	63%	79%	62%	62%
Math Learning Gains				71%	68%	62%	76%	53%	59%
Math Lowest 25th Percentile				51%	55%	51%	72%	45%	47%
Science Achievement				63%	62%	53%	79%	65%	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	62%	66%	-4%	58%	4%
Cohort Comparison						
04	2021					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-62%				
05	2021					
	2019	63%	65%	-2%	56%	7%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	64%	2%	62%	4%
Cohort Comparison						
04	2021					
	2019	80%	72%	8%	64%	16%
Cohort Comparison		-66%				
05	2021					
	2019	58%	69%	-11%	60%	-2%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	66%	-1%	53%	12%
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 Diagnostic testing

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	39	58
	Economically Disadvantaged	17	39	58
	Students With Disabilities	11	16	61
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	33	60
	Economically Disadvantaged	12	33	60
	Students With Disabilities	0	23	50
	English Language Learners	0	50	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	55	61
	Economically Disadvantaged	28	55	61
	Students With Disabilities	12	26	40
	English Language Learners	0	50	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	36	64
	Economically Disadvantaged	10	36	64
	Students With Disabilities	11	32	30
	English Language Learners	0	0	33
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	64	73
	Economically Disadvantaged	42	64	73
	Students With Disabilities	16	25	53
	English Language Learners	0	25	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	34	60
	Economically Disadvantaged	7	34	60
	Students With Disabilities	0	16	27
	English Language Learners	0	0	25

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	67	75
	Economically Disadvantaged	47	67	75
	Students With Disabilities	27	25	50
	English Language Learners	50	50	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	51	74
	Economically Disadvantaged	24	51	74
	Students With Disabilities	8	26	50
	English Language Learners	25	100	100
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	55	55
	Economically Disadvantaged	31	55	55
	Students With Disabilities	20	23	21
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	51	60
	Economically Disadvantaged	31	51	60
	Students With Disabilities	20	32	31
	English Language Learners	0	100	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	60	68	64
	Economically Disadvantaged	2	2	2
	Students With Disabilities	19	19	19
	English Language Learners	2	2	2

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	43	20		36	53	30	38				
BLK	48			52							
HSP	55			58							
MUL	82			68							
WHT	69	53	33	64	56	38	65				
FRL	63	57	27	56	61	46	56				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	43	70	57	47	65	42	42				
BLK	48	69		57	55						
HSP	71	94		65	87						
WHT	67	67	43	69	70	52	65				
FRL	57	69	57	62	67	45	60				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	42	48	37	52	64	61	50				
BLK	47	42		63	75						
HSP	62	78		69	67						
MUL	88	45		75	64						
WHT	74	67	38	81	78	77	82				
FRL	66	63	31	74	73	69	73				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	7
Percent Tested	96%
<b>Subgroup Data</b>	

Students With Disabilities	
Federal Index - Students With Disabilities	31
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
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	54
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

Our overall learning gains and bottom quartile learning gains both decreased in 2021 from 2019 for ELA and math. We also notice that our students with disabilities average percent proficiency is at 52%.

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

Our greatest areas in need of improvement are: 3rd grade math proficiency, overall learning gains in ELA and math, and bottom quartile learning gains in ELA and math. We also believe that providing additional support for our students with disabilities will support the bottom quartile learning gains as well.

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

We believe loss of instruction time in the classroom and distance learning because of Covid quarantines attributed to the decline in scores. In the classroom, some best practices like small group instruction and collaborative activities were also unable to be used due to Covid restrictions. We also believe students social-emotional wellbeing was impacted as family members were sick or students feared family members may become sick. This added stress factors in to student achievement.

We have added an additional 30 minutes to each school day which will provide time for teachers to remediate and reteach skills students may have missed in the previous two school years during distance learning or quarantines.

We created the "A" (Acceleration) team. This team was designed to support our bottom quartile . This team includes our MTSS teacher, Inclusion teacher, two new Intervention teachers (one focusing on math, one on ELA), our guidance counselor, our staffing specialist, data scientists, and administrators to form a cohesive group working to meet the needs of the students. This team will lead PLCs and focused data chats. The MTSS facilitator is working with Tier 3 children in each classroom to ensure fidelity and provide support. The inclusion teacher and her paraprofessional staff work with students with IEPs. Our intervention teachers work in small groups with students who need additional support

to scaffold lessons and help bridge the gap from where they are to where they need to be (working on grade level).

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

Our 4th grade math and 4th grade ELA showed the most improvement in 2021 from 2019.

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

We believe that teachers focused on the Florida Standards and used data like iReady to identify and target student needs.

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

We created the "A" (Acceleration) team. This team was designed to support our bottom quartile . This team includes our MTSS teacher, Inclusion teacher, two new Intervention teachers (one focusing on math, one on ELA), our guidance counselor, our staffing specialist, data scientists, and administrators to form a cohesive group working to meet the needs of the students. This team will lead PLCs and focused data chats. The MTSS facilitator is working with Tier 3 children in each classroom to ensure fidelity and provide support. The inclusion teacher and her paraprofessional staff work with students with IEPs. Our intervention teachers work in small groups with students who need additional support to scaffold lessons and help bridge the gap from where they are to where they need to be (working on grade level).

**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.**

We will provide professional development for our new HMH reading series. Teachers will learn to utilize the textbook to differentiate lessons and support all learners, particularly our bottom quartile. Resource teachers will also attend training to learn about tools to best serve our struggling readers.

We will utilize our district curriculum department (Teachers on special assignment) to provide trainings on technology integration and other curriculum needs through out the year.

We will ensure all PD opportunities focus on teachers gaining understanding of the BEST standards

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

We will provide continued professional development to support teachers' needs. We will lead and support focused PLCs and data chats. We will encourage studying the BEST standards in depth. We also believe that peer teacher relationships and a positive school culture are important so we will continue to do team building activities.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Our SWD students did not show the learning gains that we expected. Learning gains from this subgroup were only 35% in the 3rd-5th grades.
<b>Measurable Outcome:</b>	The learning gains of our SWD will be measured using the I-Ready progress monitoring tool. Using this tool want to see a 5% increase in scores.
<b>Monitoring:</b>	Progress monitoring is a monthly snapshot of a student's progress. Student scores will be monitored for fidelity and progress meeting the goal.
<b>Person responsible for monitoring outcome:</b>	Stephen Rockey (stephen.rockey@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	<p>Teach Strategies: We can increase how well our students do in any subject by explicitly teaching them how to use relevant strategies.</p> <p>Reading: We will teach students how to attack unknown words, as well as strategies that will deepen their comprehension. Primary grades will have an increased focus on Phonics. Kindergarten and 1st Grade will utilize Saxon Phonics. Second grade will use the program called Secret Stories.</p> <p>Mathematics: We will teach them problem-solving strategies. Teachers will show the students how to use the strategies and to give them guided practice before asking them to use them independently.</p>
<b>Rationale for Evidence-based Strategy:</b>	Our focus in on the student, and how we can specifically help that student to improve their skills in reading and math.

**Action Steps to Implement**

1. Provide professional development specially focused on using the progress monitoring to drive instruction for the students. (iReady consultants, administrators, interventionists)
2. Monitor the student progress monthly. (teachers, administrators, and "A" Team)
3. Differentiated instruction is provided to students based on data. (Teachers and interventionists)
4. Provide feedback to the teachers about the student progress based on iReady data and walkthrough data. (Administrators and "A" team)
5. Work with the teacher to develop additional strategies when data shows current methods are not working. (Administrators and "A" team)

**Person Responsible** Stephen Rockey (stephen.rockey@sumter.k12.fl.us)

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

<b>Area of Focus Description and Rationale:</b>	In reviewing our data, we notice that only 57% of our 5th graders made learning gains. Only 35% of our bottom quartile made learning gains. Although this data is only from one grade level, this is an area that we feel we need to focus on in all grade levels. These numbers have declined from previous years.
<b>Measurable Outcome:</b>	The learning gains of our students will be measured using the I-Ready progress monitoring tool. Using this tool want to see at least 70 % of our students making learning gains and at least 70% of our bottom quartile making learning gains.
<b>Monitoring:</b>	Progress monitoring is a monthly snapshot of a student's progress. Student scores will be monitored for fidelity and progress meeting the goal.
<b>Person responsible for monitoring outcome:</b>	Stephen Rockey (stephen.rockey@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	<p>Teach Strategies: We can increase how well our students do in ELA by explicitly teaching them how to use relevant strategies. These strategies will be reinforced through differentiated lessons by the teachers, the inclusion teacher and the ELA school based interventionist during flexible grouping.</p> <p>Reading: We will teach students how to attack unknown words, as well as strategies that will deepen their comprehension. Primary grades will have an increased focus on Phonics. Kindergarten and 1st Grade will utilize Saxon Phonics. Second grade will use the program called Secret Stories.</p>
<b>Rationale for Evidence-based Strategy:</b>	Our focus in on the student and how we can specifically help that student to improve their skills in reading.

**Action Steps to Implement**

1. Provide professional development specially focused on using the progress monitoring to drive instruction for the students. (iReady consultants, administrators, interventionists)
2. Monitor the student progress monthly. (teachers, administrators, and "A" Team)
3. Differentiated instruction is provided to students based on data. (Teachers and interventionists)
4. Provide feedback to the teachers about the student progress based on iReady data and walkthrough data. (Administrators and "A" team)
5. Work with the teacher to develop additional strategies when data shows current methods are not working. (Administrators and "A" team)

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Only 62% of our 5th graders made learning gains. 50% of our bottom quartile made learning gains.
<b>Measurable Outcome:</b>	The learning gains of our students will be measured using the I-Ready progress monitoring tool. Using this tool want to see at least 70% of the students make learning gains and at least 70% of our bottom quartile make learning gains.
<b>Monitoring:</b>	Progress monitoring is a monthly snapshot of a student's progress. Student scores will be monitored for fidelity and progress meeting the goal.
<b>Person responsible for monitoring outcome:</b>	Stephen Rockey (stephen.rockey@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	<p>Teaching Strategies: We can increase how well our students do in any subject by explicitly teaching them how to use relevant strategies. The classroom teacher, inclusion teacher and intervention teacher will focus on reports given in iReady to target specific prerequisite skills needed for lessons.</p> <p>Mathematics: We will teach them problem-solving strategies. Teachers will show the students how to use the strategies and to give them guided practice before asking them to use them independently. We will also use our inclusion teacher and inclusions aides along with our mathematics interventionist to deliver relevant, coordinated content to our student so that we can increase the learning gains in math.</p>
<b>Rationale for Evidence-based Strategy:</b>	Our focus in on the student, and how we can specifically help that student to improve their skills in math.

**Action Steps to Implement**

1. Provide professional development specially focused on using the progress monitoring to drive instruction for the students. (iReady consultants, administrators, interventionists)
2. Monitor the student progress monthly. (teachers, administrators, and "A" Team)
3. Differentiated instruction is provided to students based on data. (Teachers and interventionists)
4. Provide feedback to the teachers about the student progress based on iReady data and walkthrough data. (Administrators and "A" team)
5. Work with the teacher to develop additional strategies when data shows current methods are not working. (Administrators and "A" team)

**Person Responsible** [no one identified]

**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.

**At Lake Panasoffkee Elementary we work to build our school culture around the PBS model. Our teachers are trained to "teach" the behaviors which we promote as our "Core values." These are Stay on task, Obey safety rules, Act responsibly, and Respect others. These 4 values cover and encompass our school culture. We also use the Sanford Harmony program to help children learn social skills which can help them get along in a more positive manner with their peers. As a result of those positive programs our school discipline data shows that our total incidents have decreased since the last full school year of 2018-2019. In 2018-2019 we had 45 bus discipline incidents, 96 long conducts and 31 suspension events. In comparison; last year, 2020-2021, we had 37 bus incidents, a decrease of 18%, 85 long conducts, showing a decrease of 9% and finally we had 25 suspension events, which showed a decrease of 19% . Compared to other elementary schools in Florida, Lake Panasoffkee Elementary' s reported incidents are 82% less than the state average. We find this data to be quite positive, but continue to set the bar higher and further decrease reported events.**

### 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.

Lake Panasoffkee Elementary School

Goals:

1. Expectations, rules, and appropriate ways to behave are taught as effectively as academics.
2. Focus is placed on students demonstrating the desirable behavior with the goal to teach appropriate skills and reward appropriate behavior.
3. Data is analyzed in an effort to understand the purpose of the negative behaviors and children are taught the necessary skills to replace undesirable behaviors.
4. Many strategies are used to help aid students including: student conferences, peer mediations, student-initiated interventions, re-teaching expectations, student written notes to parents, phone calls to parents, curricular accommodations, referrals to guidance counselor, and positive classroom interventions including on-going direct instruction, embedded instruction, modeling, and consistency.
5. School-wide activities are used to encourage appropriate behavior. These activities include:

- The school-wide expectations are taught to every student: S.O.A.R. - Stay on Task, Obey Safety Rules, Act Responsibly, and Respect Others.
- School-wide expectation posters are distributed to every classroom and around campus.
- New students are introduced to the PBS Program by a “Hero Helper”
- Each class has a student designated to be a “buddy for the day”
- \$1 Osprey Wings are given to each classroom teacher to distribute as model behaviors are seen.
- \$1 Osprey Wings are given to all campus staff and bus drivers for distribution as model behaviors are seen.
- Osprey Store is open as needed in a permanent location, allowing students to redeem their earned Osprey Wings for prizes. Younger classes are given help from older students while shopping.
- Classes visit the store minimum of monthly.
- Teachers give out an AR Osprey Wing that denotes the amount of 100’s a student earned on an AR Test.
- Special \$5 Class Osprey Wings are given by administration, lunchroom staff, librarian, lab managers, music teacher, PE and custodians for behavior that demonstrates going beyond what is required.
- \$5 Osprey Wing given for classes with Perfect Attendance –MUST BE ON TIME also
- \$20 Osprey Wing for students with monthly perfect attendance
- Substitute teachers are given Osprey Wings to hand out while they are on campus.
- Principal’s 200 Club
- 10 staff per day receive a “Principal’s 200 Club” ticket to share with students.
- 1. These tickets are given to students following school and classroom expectations.
- Students are recognized for their accomplishments and can win prizes.
- 10 students per day are recognized with a blue ticket for following/exceeding school expectations.
- Students come to the office:
  1. Their name is written in a special book
  2. They choose a number for the 200 Club Board
  3. The parents are called with good news.
  4. When there are 10 names in a row, that row earns a special prize.
  6. The PBS team meets at least monthly to review:
    - Discipline data
    - Discipline referral processes and procedures
    - Use of school-wide expectations and rules to teach students appropriate behavior
    - Reward system to encourage appropriate behavior and effective consequence to discourage inappropriate behavior
    - Suggestion box from the Osprey Store
    - Pick two winners of Raffle Prize
  7. PBS for Staff-“Staff 200 Club”
    - Monthly Staff Osprey Ticket Drawing
    - Employees are given tickets to hand out to peers.
    - Staff Osprey Tickets are given by administration for various recognitions.
    - Tickets are placed in a monthly drawing.
    - Staff “Brag Board”
    - Staff Members “Brag” about other staff members they see showing good character and site-specific evidence. “Brag” are hung on the “Brag Board”
- “Wow” book for staff
- “Brag” are written in a spiral notebook. The first person writes a positive note about another teacher or staff member then leaves the book on another person’s desk. That staff member reads what has been written about them, then, within 2 days, writes about someone else and leaves it with them. This continues throughout the school year.



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

Culture Team Members  
Nicole Wade: School Administrator-Provide leadership, guidance and expertise to the team working to improve the culture of the school  
Steve Rockey: Assistant School Administrator: Provide leadership and monitoring of programs to ensure fidelity.  
Landi Sherman: School Guidance Counselor: Teach positive culture classes to all grade and support student needs with small group or individual counseling.  
Shelly Hunt: Serve on TAT/MH team, provide insight and information on student needs.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00