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Pineview Elementary School

2230 LAKE BRADFORD RD, Tallahassee, FL 32310

<https://www.leonschools.net/pineview>

Demographics

Principal: Carmen Conner

Start Date for this Principal: 5/7/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Economically Disadvantaged Students*
School Grades History	2021-22: B (59%) 2018-19: C (44%) 2017-18: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Leon 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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Pineview Elementary School

2230 LAKE BRADFORD RD, Tallahassee, FL 32310

<https://www.leonschools.net/pineview>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	C	C	C

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SIP Authority

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<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.

Our mission is to collaborate with parents and students to motivate and develop positive relationships in order to formulate an exciting learning environment. The ultimate goal is to empower our students to become productive members of society.

Provide the school's vision statement.

Our aim is to produce life-long learners who will become caring and productive citizens who function successfully in a changing-global community. At Pineview, we are seeking to inspire a love for learning that will permeate throughout the school and the community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Conner, Carmen	Principal	To provide leadership, direction, and coordination within the school.
McKhan, Oronde	Assistant Principal	To assist Principal Conner with leadership, direction, and coordination within the school.
Pearcey, Paula	School Counselor	To be an advocate for students' well-being and a valuable resource for their educational advancement.
Mello, Rebecca	Other	Mrs. Mello will assess, prevent, diagnose, treat speech language, social and cognitive communication to our students.

Demographic Information

Principal start date

Monday 5/7/2018, Carmen Conner

Number of teachers with a 2022 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 2022 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.*

5

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

359

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	58	63	51	59	42	53	0	0	0	0	0	0	0	326
Attendance below 90 percent	27	12	16	13	13	20	0	0	0	0	0	0	0	101
One or more suspensions	2	4	1	1	0	9	0	0	0	0	0	0	0	17
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 2022 statewide FSA ELA assessment	0	0	0	20	17	18	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	10	18	0	0	0	0	0	0	0	40
Number of students with a substantial reading deficiency	3	7	5	20	5	15	0	0	0	0	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level who have 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	3	7	5	20	0	0	0	0	0	0	0	0	35

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	2	3	1	1	0	0	0	0	0	0	0	15
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

Monday 7/25/2022

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	53	66	48	62	40	49	0	0	0	0	0	0	0	318
Attendance below 90 percent	17	23	8	23	9	9	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	7	12	16	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	14	18	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	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	0	0	3	1	4	0	0	0	0	0	0	0	8

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	11	5	8	2	3	0	0	0	0	0	0	0	32
Students retained two or more times	0	1	0	0	0	2	0	0	0	0	0	0	0	3

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	53	66	48	62	40	49	0	0	0	0	0	0	0	318
Attendance below 90 percent	17	23	8	23	9	9	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	7	12	16	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	14	18	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	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	0	0	3	1	4	0	0	0	0	0	0	0	8

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	11	5	8	2	3	0	0	0	0	0	0	0	32
Students retained two or more times	0	1	0	0	0	2	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	57%	56%				32%	57%	57%
ELA Learning Gains	58%						45%	54%	58%
ELA Lowest 25th Percentile	77%						37%	47%	53%
Math Achievement	55%	47%	50%				49%	64%	63%
Math Learning Gains	75%						59%	63%	62%
Math Lowest 25th Percentile	74%						47%	45%	51%
Science Achievement	37%	57%	59%				38%	52%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	61%	-30%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	18%	57%	-39%	58%	-40%
Cohort Comparison		-31%				
05	2022					
	2019	30%	56%	-26%	56%	-26%
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	63%	-15%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	44%	66%	-22%	64%	-20%
Cohort Comparison		-48%				
05	2022					
	2019	38%	61%	-23%	60%	-22%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	54%	-21%	53%	-20%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	60	73	42	76	73	31				
BLK	32	54	75	54	74	73	31				
HSP	60			70							
FRL	37	61	80	57	79	88	34				
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	20	31		21	35		23				
BLK	27	27	36	28	19	20	15				
FRL	30	36	36	31	23	31	19				
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	27	56		43	38						
ELL	17			67							
BLK	32	45	41	44	56	50	34				
HSP	33			73							
FRL	32	45	33	47	59	44	36				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trends across grade levels and subgroups are absenteeism. On Mondays and Fridays, we experience about 40-50 students being absent. Yes, absenteeism is a trend at our school. The content area that suffers the most is ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off of progress monitoring and the 2022 state assessments, ELA proficiency scores will be the greatest 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?

The contributing factors to this need for improvement is absenteeism. On Mondays and Fridays, we are experiencing about 40-50 students being absent.

The new action we are implementing is communicating more to our parents that their children come to school. We have conferenced and discussed attendance with our parents to convey how much instructional time their children are missing when they are absent.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was the Bottom Quartile students in Math. In 2019, the percentage was 45%. In 2022, the students increased by 29 points and that equated to 74%.

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

The administrators provided the teachers with all of the resources (Professional development, co-teaching, one on one coaching and bi-weekly data reviews) they needed, and they felt supported. Administrators also had an open-door policy that allowed teachers to have constant communication and feedback following walkthroughs, daily instruction, informal, and formal walkthroughs.

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

The administrators will continue to provide support, resources, and professional development for our teachers.

Strategies for accelerating learning...

1. We will reengage students as partners in learning.
2. We will support the gaps in learning with structure and support.
3. We will refocus on rigorous grade-level and standards aligned learning

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.

The professional development opportunities will be available for teachers here at Pineview. In reading, the teachers will be supported by our reading coach and the reading coach from the district's office. In math, our teachers will be supported by the district's math coach. In addition to the reading coaches and the district's math coach, our teachers will have the full support of their administrators as well.

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

The additional services will be provided by our reading coach, the district's reading coach, and the district's math coach for next year and beyond.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: On the 2022 FSA assessments, 35% of our students were proficient.
Include a rationale that explains how it was identified as a critical need from the data reviewed. SWD- 26%
 ELL- 60%
 BLK- 31%

Measurable Outcome: The measurable outcome we hope to achieve is 40%. We hope to achieve our proficiency score by implementing the core curriculum with fidelity and provide the necessary interventions to assist all of our students who need it.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The measurable outcome we hope to achieve with our subgroups are...
 SWD-27%
 ELL-65%
 BLK-32%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The Area of Focus will be monitored through weekly check-ins and bi-weekly data review meetings

Person responsible for monitoring outcome: Carmen Conner (connerc@leonschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. We are being strategic on how we are targeting our students. We have provided baseline assessments from STAR Reading and Lexia Based on the results, we are providing some of our fragile learners with small group interventions. Some of the interventions we are using, but are not limited to are: Corrective Reading, Lexia Instructional Groups, PALS, and Reading Strength Training.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The rationale for selecting this strategy is all students are not on the same level academically. Therefore, we are providing a multitude of interventions that have been researched to assist the students with their deficiencies in ELA.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitoring Data
2. Analyzing Data
3. Receiving Intensive Intervention from an adult based off of data
4. Additional Minutes
5. Smaller Intervention Groups

Person Responsible Carmen Conner (connerc@leonschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

On the 2022 FSA assessment, 55% of our students were proficient.
 SWD- 44%
 ELL- 60%
 BLK- 59%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome we hope to achieve is 56%. We hope to achieve our proficiency goal by implementing the core curriculum with fidelity and provide the necessary interventions to assist all of our students who need it.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored through weekly check-ins and bi-weekly data review meetings.

Person responsible for monitoring outcome:

Carmen Conner (connerc@leonschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We are being strategic on how we are targeting our students. We have provided baseline assessments from STAR Math. Based on the results, we are providing some of our fragile learners with small group interventions. Some of the interventions we are using Mini Assessments and the Math Blitz.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this strategy is all students are not on the same level academically. Therefore, we are providing a multitude of interventions that have been researched to assist the students with their deficiencies in Math.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitoring
2. Analyzing Data
3. Receiving Intensive Intervention from an adult
4. Small intervention groups

Person Responsible

Carmen Conner (connerc@leonschools.net)

#3. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed. On the 2022 FSA assessment, 58% of our students made learning gains in ELA.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The measurable outcome we hope to achieve is 45% (3rd-47%, 4th-47%, 5th-47%). We hope to achieve our Learning Gains goal by implementing the core curriculum with fidelity and provide the necessary interventions to assist all of our students who need it. We are also partnering up with Florida Center for Reading Research. They are working closely with our teachers with aiding our fragile learners.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. The Area of Focus will be monitored through weekly check-ins and bi-weekly data review meetings

Person responsible for monitoring outcome: Carmen Conner (connerc@leonschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. We are being strategic on how we are targeting our students. We have provided baseline assessments from STAR Reading and Lexia. Based on the results, we are providing some of our fragile learners with small group interventions. Some of the interventions we are using, but are not limited to are: Corrective Reading, Lexia Instructional Groups, and Bridge The Gap.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The rationale for selecting this strategy is all students are not on the same level academically. Therefore, we are providing a multitude of interventions that have been researched to assist the students with their deficiencies in ELA.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitoring Data
2. Analyzing Data
3. Receiving Intensive Intervention from an adult based off of data
4. Additional Minutes
5. Smaller Intervention Groups

Person Responsible Oronde McKhan (mckhano@leonschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Eighty percent of the students entering first grade for the 2022-2023 school year demonstrated proficiency according to their Spring Early Star Literacy assessment. Fifty-nine percent of the students entering second grade for the 2022-2023 school year demonstrated proficiency according to their Spring Early Star Literacy assessment. For the students who were not proficient on their Spring Early Star Literacy assessment, we will place them accordingly to what tier they belong in and ensure that they receive the interventions to aide them with the deficiencies they will have.

The lessons the students will receive will include all five strands of reading and they will receive support in phonics and vocabulary.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

On the 2021-2022 FSA ELA assessment, the data showed that 35% of our 3rd-5th grade students were proficient readers in reading. Our 4th grade students were the strongest group at 38% proficiency on the FSA. Our lowest group was our 3rd grade students at 34%. Our 3rd-5th grade students struggled in the Content Areas of Key Ideas and Details and Integration of Knowledge and Ideas. Our focus for the upcoming school year will be to focus on those content areas aforementioned so that our students can perform on a higher level for the upcoming school year.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The Spring Star Early Literacy assessment showed that 80% of our incoming first graders were on grade level and 59% of incoming 2nd graders will were on grade level as well.

The measurable outcome goals for K-3rd grade for the 2022-2023 school year are...

70% of the students in Kindergarten will demonstrate proficiency on the Early Star Literacy assessment at the end of the school year.

70% of the students in 1st grade will demonstrate proficiency on the Early Star Literacy assessment at the end of the school year.

70% of the students in 2nd grade will demonstrate proficiency on the Star assessment at the end of the school year.

Grades 3-5: Measureable Outcome(s)

For the 2021-2022 FSA assessment, 35% of 3rd-5th grade students were proficient.

For the 22-23 school year, 50% of 3rd grade students will be proficient based on the F.A.S.T.

For the 22-23 school year, 50% of 4th grade students will be proficient based on the Spring F.A.S.T.

For the 22-23 school year, 50% of 5th grade students will be proficient based on the Spring F.A.S.T.

For the 2021-2022 FSA assessment, 58% of our students made learning gains and 77% of our students in the lowest quartile made gains.

For the 22-23 school year, 59% of students will show learning gains based on data from the first administration of the F.A.S.T. progress monitoring assessment and the third administration of the F.A.S.T progress monitoring assessment.

For the 22-23 school year, 78% of the lowest quartile students will show learning gains based on data from the first administration of the F.A.S.T. progress monitoring assessment and the third administration of the F.A.S.T progress monitoring assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

It will be monitored by formal and informal observations and walkthroughs. It'll also be monitored by our progress monitoring on STAR, Unit Assessments, Early Star Literacy, and Lexia.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Conner, Carmen, connerc@leonschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-2: SAVVAS, Lexia, Hardman, Heggerty, and Story-Champs

3-5: SAVVAS, Lexia

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

K-2: SAVVA and Lexia address all areas of reading and target areas of weakness in reading. Heggerty helps support students with phonemic awareness. Hardman assist students with identifying their letters and sounds.

3-5

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Coach- Our Literacy Coach will plan, teach, and evaluate instruction for students having difficulties with reading. She will will also provide Professional Development.</p>	
<p>.Literacy Leadership- The Literacy Leadership team will consist of Admins, Literacy Coach, and teacher leaders at the school. The Literacy Leadership team will analyze the data on a continuous basis and drive what direction our school goes in based on the data.</p>	<p>Conner, Carmen, connerc@leonschools.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

As administrators, we try to model the behaviors we expect from our faculty, staff, and students. Our teachers are treated with the utmost respect and we ensure that they have all of their resources to be successful inside of the classroom. When the teachers are happy, they provide our students with the highest quality of education.

In order to keep our teachers happy, we have provided them with a school-wide behavior plan. We do not allow students to disrupt the learning environment for any reason. With this plan, our teachers are happy and the school culture has changed in a positive way.

If a teacher is having a with a student, he or she follow these steps...

- 1st Offense- Counsel with student
- 2nd Offense- Counsel with student and then contact parents
- 3rd Offense- All of the above must have occurred before the teacher contact administration.

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

One of the stakeholders that aides in assisting us with addressing our positive culture and environment is Jacob Chapel Church. Jacob Chapel Church ensures that our teachers and students have the necessary materials they need throughout the day. They made sure every student on campus had a backpack with materials and they ensured that the teachers had a bag full of the material they will need to start their school year. In January, they will restock all of the materials to make sure our teachers and students have what they need to finish out the school year.