Astatula Elementary School

2022-23 Schoolwide Improvement Plan

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Astatula Elementary School

13925 FLORIDA AVE, Astatula, FL 34705

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

Demographics

Principal: Robert Sherman

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	other
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: B (60%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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)
other	No	45%

School Grades History

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

School Board Approval

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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.

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

Provide the school's vision statement.

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

School Leadership Team

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

Demographic Information

Principal start date

Friday 7/1/2022, Robert Sherman

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.*

9

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

650

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

8

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

5

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	91	116	111	103	91	113	0	0	0	0	0	0	0	625
Attendance below 90 percent	6	49	39	30	21	38	0	0	0	0	0	0	0	183
One or more suspensions	1	1	4	4	8	15	0	0	0	0	0	0	0	33
Course failure in ELA	2	3	14	9	3	6	0	0	0	0	0	0	0	37
Course failure in Math	3	2	7	1	3	0	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	17	31	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	19	30	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	2	0	0	16	17	23	0	0	0	0	0	0	0	58

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	0	1	1	1	1	0	0	0	0	0	0	0	4

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	3	3	5	2	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/10/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	13	20	24	36	58	0	0	0	0	0	0	0	152

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	6	2	7	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	13	20	24	36	58	0	0	0	0	0	0	0	152

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	6	2	7	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	53%	50%	56%				61%	58%	57%
ELA Learning Gains	59%						63%	57%	58%
ELA Lowest 25th Percentile	56%						58%	49%	53%
Math Achievement	50%	46%	50%				63%	60%	63%
Math Learning Gains	54%						65%	56%	62%
Math Lowest 25th Percentile	33%						60%	39%	51%
Science Achievement	49%	52%	59%				50%	54%	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	59%	60%	-1%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	62%	60%	2%	58%	4%
Cohort Comparison		-59%				
05	2022					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-62%				

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	59%	62%	-3%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	61%	61%	0%	64%	-3%
Cohort Comparison		-59%				
05	2022					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	56%	-3%	53%	0%
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	29	47	43	24	37	26	9				
ELL	31	61	67	28	38	25	33				
BLK	67	71		33	57						
HSP	41	51	58	42	49	29	43				
WHT	60	61	45	58	55	28	56				
FRL	42	57	53	41	50	29	39				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	55		31	55		27				
ELL	28			44							
BLK	35			24							
HSP	40	52		46	48		43				
WHT	53	61		57	68		58				
FRL	39	39	40	40	44	45	36				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	48	54	37	60	61	22				
ELL	46	71	67	41	54	73	33				
BLK	47			60							
HSP	53	65	55	54	63	61	37				
MUL	60			70							
WHT	67	64	56	67	65	52	59				
FRL	53	61	62	53	66	67	37				

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)	ATSI
OVERALL Federal Index – All Students	53
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	67
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

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%	1
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	57
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	47
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	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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?

Comparing the FSA scores over the past four years (three years of scores), 5th grade proficiency scores in math continue to decline. 4th and 5th grade proficiency scores on ELA FSA scores continue to decline as well.

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

Based on last year's progress monitoring data and the 2022 FSA scores, math demonstrates the greatest need for improvement with a focus on third and 5th grades.

Analyzing the 2021- 22 FSA data, a trend is emerging with third grade math. 44% of third grade students scored proficiency on the 2022 FSA math test and 40% of third grade students scored proficiency the previous year. 33% of our bottom quartile students showed a year's worth of growth as determined on the FSA Math Assessment.

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

Contributing factors for this need are as follows:
Adjustment to new BEST standards and ELA instructional materials

New actions to address need for improvement:
Positive reinforcement plan to promote attendance
Providing academic support using instructional coaches and interventionists in second through fifth grades.
BEST Standards review and support during CCP meetings
Wit & Wisdom and FL Reveal Math instructional materials support as needed

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

Based on the 2022 FSA and progress monitoring, third grade ELA showed the most improvement with a gain of 14% (38% in 2021 to 52% in 2022).

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

After analyzing data, we provided academic support from instructional coaches and interventionists in second through fifth grades during teacher-led, explicit, small group instruction.

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

Walk to intervention and acceleration groups
Academic support using instructional coaches and interventionists in 2nd - 5th grade
Continue Fundations in grades K-2
Implement Fundations in grade 3 for students needing additional intervention
Continue Leveled Literacy Intervention (LLI) in grades K-2
Utilize all components of the PLC process

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

iReady professional development with the iReady consultant
PLC professional development and weekly PLC team meetings during common collaborative planning
BEST Standards review and support during CCP meetings
FL Reveal Math textbook support as needed

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

Quarterly meetings with new teachers
Vertical planning across all subjects and grade levels

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on 2022 FSA scores from the Needs Assessment/Analysis section list, math is one of our most critical areas of focus. Math was identified as a critical area of Focus because the data showed a decrease. This area of focus will improve learning and success by ensuring increased proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By focusing on this area, we expect to see an increase in state assessment data from 50% to 53%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FAST progress monitoring will be utilized to monitor progress towards goal of increasing proficiency from 50% to 53%.
Person responsible for monitoring outcome:	Robert Sherman (shermanr@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The following strategies will be used to increase proficiency in math: iReady progress monitoring, common assessments, PLC team meeting notes, learning walk data, and lesson plan checks. These strategies will be analyzed monthly by administration.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we implement, monitor, and support these strategies, then there will be an increase in math proficiency.

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. Provide professional development for professional learning community process
2. Provide training in district instructional framework
3. Continue implementing a structure and expectations for a PLC
4. The leadership will monitor the progress and fidelity of the professional learning community

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

#2. Positive Culture and Environment specifically relating to Early Warning Signs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the EWS course failure and retention data we will focus on ensuring high expectations, building relationships, developing collective efficacy, and recruiting and retaining highly qualified and effective staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we will decrease the number of students with Early Warning Signs by 3% with a focus on course failures and retentions. We will increase the number of students who are making growth on iReady diagnostic assessments by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The monthly EWS report will be utilized to monitor progress towards goal of decreasing the number of students with course failures and retentions by 3%. The iReady diagnostic reports will be utilized to monitor progress towards goal of increasing the number of students who are making growth on iReady diagnostic assessments by 3%.
Person responsible for monitoring outcome:	Robert Sherman (shermanr@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By utilizing Harmony and providing restorative practices, we expect to build and increase student relationships which is expected to have a positive impact on student achievement. We will monitor student growth and achievement through iReady Math and Reading. We will conduct learning walks with leadership team members to ensure effective instructional strategies are being demonstrated.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If we build relationships, reward students for academic achievement, implement a common instructional framework and analyze best teacher practices, then we can expect an increase in student performance.

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

strategies.
6. Provide a new teacher support system to include mentors

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

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on FSA and i-Ready results from the Needs Assessment, we will implement academic interventions and acceleration time. A focus on the lowest quartile is identified as a critical area of focus. By focusing on this subgroup, a 3% increase in proficiency on FSA scores is expected in both math and reading. An additional focus on bottom quartile students is also expected to generate a 3% increase in math and reading proficiency as determined by the FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on intervention and acceleration opportunities in ELA and math, we expect a 3% increase in proficiency scores measured by ELA and math FSA in all subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	iReady progress monitoring will be utilized to monitor progress towards goal of increasing proficiency by 3%. Intentional learning walks during intervention/ acceleration times and lesson plan checks will also be utilized and monitored by administration monthly.
Person responsible for monitoring outcome:	Robert Sherman (shermanr@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implementing specifically targeted intervention and acceleration groups with academic support interventionists will increase academic achievement as measured by the ELA and math FSA with a 3% expected gain. i-Ready scores will be monitored and analyzed quarterly by the leadership team.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	If we implement, monitor, and support intervention/ acceleration groups, then there will be an expected 3% increase in FSA achievement in ELA and math.
Action Steps to Implement 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. Facilitate data sorts to create "walk-to" intervention and acceleration groups based on multiple data points
2. Hire academic intervention support personnel using SAI and Title One funds
3. Develop and implement intervention/acceleration blocks for all grade levels
4. Conduct learning walks to monitor fidelity and effectiveness
5. Allow for groups to be fluid and adjust intervention groups accordingly
6. Purchase presentation devices to assist with providing differentiated instruction
7. Leadership team will monitor academic progress with i-Ready

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

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

N/A - Percentages of students in grades K, 1 and 2 who scored on level on the iReady end of year diagnostic were above 50%.

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

Based on 2022 FSA scores from the Needs Assessment/Analysis section list, 4th grade ELA is one of our most critical areas of focus. 4th grade ELA was identified as a critical area of Focus because the data showed 47% proficiency. This area of focus will improve learning and success by ensuring increased proficiency in ELA.

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)

N/A

Grades 3-5: Measureable Outcome(s)

By focusing on this area, we expect to see an increase in ELA proficiency from 47% to 50% for the students who scored below level 3 on the 2022 4th grade ELA assessment and are now in 5th grade.

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.

FAST Progress Monitoring and iReady Reading progress monitoring will be utilized to monitor progress towards goal of increasing proficiency from 47% to 50%.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sherman, Robert, shermanr@lake.k12.fl.us

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?

1. Implement core ELA materials aligned to the science of reading and integration of content rich texts
2. Plan reading instruction in the 6 components of reading using the 90 minute District Literacy Block
3. 30 minute intervention block
4. iReady Tools for Instruction and/or Magnetic Reading

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?

An effective literacy program should always encompass the six basic components: phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing.

iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. The iReady Tools for Instruction and Magnetic Reading resources provide teachers with alternative teaching strategies for challenging concepts and skills for reading readiness.

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
* Facilitate data sorts to create "walk-to" intervention and acceleration groups based on multiple data points * Facilitate data chats with teachers and monitor teacher inputted data on digital data wall * Develop and implement intervention/acceleration blocks	Sherman, Robert, shermanr@lake.k12.fl.us
Assign academic intervention support personnel using SAI and Title One funds	Sherman, Robert, shermanr@lake.k12.fl.us
Provide professional development and literacy coaching during weekly PLC team meetings in common collaborative planning.	Sherman, Robert, shermanr@lake.k12.fl.us

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.

Astatula Elementary provides incentives to students through the iReady math and reading program. A reward program for students in grades 3-5 will be continued for students to earn recognition for grades, attendance, and academic growth. Teachers are recognized by their peers in an attempt to build peer relationships. Incentives are provided. Teachers recognize each other by use of a weekly "shout-out" (ex. Teacher A is always willing to share new teaching strategies and has a positive attitude). The teachers/ staff that are recognized have an opportunity to win a gift card to a restaurant. Parent communication is provided through the school website and social media. A parent call-out and email blast system is utilized to ensure school information is provided to families. We hold a parent report card night to ensure communication tied directly to academic achievements/challenges. A climate survey is provided at the end of year for parent input. SAC meetings are held monthly.

Following are parent/community attended events:

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

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

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

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

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

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

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

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

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

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

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

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

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