Fruitland Park Elementary School

2022-23 Schoolwide Improvement Plan

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Fruitland Park Elementary School

304 W FOUNTAIN ST, Fruitland Park, FL 34731

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

Demographics

Principal: Dawn Brown   Start Date for this Principal: 7/1/2021

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* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (47%) 2017-18: C (44%)
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.](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)
K-12 General Education	No	52%

School Grades History

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

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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.

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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 Fruitland Park Elementary is to provide every student with a safe learning environment and individual opportunities to excel so they are prepared for the next grade level.

Provide the school's vision statement.

Working in partnership with all stakeholders, Fruitland Park Elementary will provide all students with professionals dedicated to deepening their practices, resources appropriate for all learners, a strong research-based curriculum and an inclusive atmosphere that uses differentiation to reach the needs of all learners.

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
Brown, Dawn	Principal	Active Supervision, 504s, Attendance (EWS), Bless Fruitland Park, Budget, Challenger University, Collaborative Planning, Community Outreach (RFP), Copy Center, COVID, Instruction ELA, Data Chats, ELL, ESE, EWS-All, Field Trips, Fundraisers, Grade Chairs, Hiring / Human Resources, Instructional Leadership, Intervention / Acceleration, LEADS, Learning Walks, Leave Time, Lesson Plans, Master Schedule, MTSS, Office staff, PBIS, PD Plan, PLCs, Progress Monitoring, PTO, Retention PPP, SAC, SAI, SIP, Standards Based Curriculum, Supervise All Personnel, Targeted Feedback, TEAM, Testing Administrator, Title I Plan/ Budgets/ FTE, Week at a Glance
Dillow, Melissa	Assistant Principal	Active Supervision, EWS - Grades / Course Failures. Behavior Threat Investigations, Collaborative Planning, Committees, Custodians, Data Chats, Discipline (OC 2, 5, SC), Duty Schedules, ELL, EWS - Discipline Data, Facilities, Faculty Handbook. Homeless Tutoring, FunHub Contact, Hiring, Instructional Discipline, Instruction Math, Intervention / Acceleration, Learning Walks, Lesson Plans, Master Calendar, PD Plan, PLC's, Progress Monitoring, Retention PPP, School Safety, SESIR Contact, Sex Offender Notices, SIP, Standards Based Curriculum, TA's, Targeted Feedback, TEAM, Title I Compliance, Title IX, TOY, SREOY, RTOY, TIST-TQR
Tomassian, Clifford	Assistant Principal	Attendance, Bus Duty, Classroom Management, Data Chats, Detentions, Discipline (OC K, 1, 3, 4, SC), Food Service, Emergency Sub Plans, EWS-Discipline Data/Attendance, FBA-BIP, FAST Night, Health Coordinator, Bullying Investigations, Instructional Discipline, Instruction Science / Social Studies, Lesson Plans, Lunch Assignments, Lunch Supervision, PBIS, PLC's, Progress Monitoring, Retention PPP, Active Supervision SIP, Sub Plans, Targeted Feedback, TEAM Evaluations - Enrichment, ESE, Textbooks, Transportation, Tutor for Kids, Volunteers, WIDA, Social Media / Webpage, Technology
Goodwin, Alexa	Dean	Discipline Investigations, AP, SRO Collaboration, Campus Supervision - SB Policies, Attendance Parent Conference - Behavior, Referrals to Guidance/MH, Active Supervision, Walker/Side Car Duty Detention Supervision, Teacher Support Behavior, Curriculum Support, PBIS, EWS Monitoring MTSS - Behavior, FBA-BIP, Coaching Cycles - Classroom Management, Learning walks Coordinate with PASS Teacher, BTA Team Member, Data Analysis, Lunch Duty
Dejarlais, Alexa	Curriculum Resource Teacher	K-5 Instructional Programs, Coordinate Academic Events, Supports Teachers with: Teaching Strategies and Classroom Management, Selection of Materials at Risk

Name	Position Title	Job Duties and Responsibilities
		Data Analysis & Reports, Support Teachers and Leadership, On-site Professional Development Learning Walks, Demonstration Lessons, Side by Side Coaching, Lead Small Group Instruction New Student Orientation K-5, Coordinate Parent Involvement, Testing Coordinator, Mentor New Teachers Title I Compliance, Title I Tutoring Coordinator, Instructional Program Committee Bus Duty, ELL Lead, Family Engagement PD
Zamora, Kristy	Math Coach	Instructional Strategies, Support New Teachers Data, Modeling & Demonstration Mentor Teachers - Competencies, Facilitate Collaborative Plan - Math / Science, New Teacher Planning Support, Collaborate with Mentors, Daily Accountability Log Attend Math Coach Meetings, Site Based PD Math/Science, Liaison TOP Program/District Bottom Quartile Math, Title I Math Tutoring / Curriculum ,Learning Walks, iReady / APM Data Math/Science Incentive Awards, Problem Solving - MTSS Math, Math Instructional Block STEAM Lead, Science Fair Coordinator, TEAM Lead, Intervention Math TA Lead, SAI Tutor Coordinator Math Night, STEAM Night, Robotics, Coaching Cycles - Math/ Science, LSA Contact Science, Duties Assigned
Sivek, Lorelei	Instructional Coach	Tier 2 Interventions ELA, Tier 3 Interventions ELA, WIN Lab Intervention Lead, Progress Monitoring Intervention MTSS, WIN Intervention Data, ELA Bottom Quartile, 3rd Grade Portfolio Team, Maintains Data Documentation Duties Assigned, FUNDATIONS / LLI, Small Groups LLI / Fundations Screening / Diagnostic, Daily Accountability Log, iReady Toolkit, Challenger Academy
Blozis, Diane	School Counselor	Leader Guidance Program, Academic, Career, Social, Individual, Group, Classroom Student Support, Check in / Check out, Student Records, Articulation / Transition VPK/MS Lead MTSS Problem Solving, Coordinates Referrals Program, Career Awareness, Leader Grief/Crisis/ Loss Assist Testing Coordinator, Utilizes Test Results, School Improvement - Culture, PBIS Lead SOARING Student, Challenger Store, News crew, EWS - Attendance/ Tardies, 504 Plans, ELL Plans Red Ribbon Week, Retention, Scheduling, Suicide / Child Abuse PD,

Name	Position Title	Job Duties and Responsibilities
		Bullying Counselor, FBA/BIP Red Ribbon Week, Duties Assigned, BTA
Patrick-Doughty, Nakia	School Counselor	Mental Health Liaison, Awareness Months, Breakfast Duty, Career Day, Check-in Google Form Group Counseling, Individual Counseling, Mental Health Plan, MH Awareness Month, Monthly Ken Monthly PLC Region, MTSS (Mental Health), Needs Assessment, Parent/ Community Outreach PBIS, Prepared Training, Sanford Harmony, SEL Monthly Calendar, Shirt Contact, Suicidal Ideation Walker Duty, Wednesday News Segment, At Risk Student Meetings, Crisis Intervention/Prevention, BTA Team
Solois, Jamie	Teacher, K-12	PASS Teacher, Restorative Practices, Sanford Harmony, In-School Suspension Liaison Teacher/Student Work, Teaches Behavior Strategies, Positive Attitude toward Learning Assists Youth Mental Health Training, Student Referrals to MHL, Follow Up Support Students Data Monitoring PASS, Restorative Practices , Restorative Practice Chair, Teach Replacement Behaviors Implement IEP, ELL, 504 Plans, Parent Communication - Progress, Report Effectiveness to Leader Duties Assigned
Carr, Sharon	Other	Special Education IDEA compliance, ACCESS Curriculum, Accommodations, ESE Scheduling ESE Support Facilitators, FBA/BIP, Assigned Duty, IEP Meetings, Support ESE SC ESE Professional Development, IDEA Compliance, FTE Data ESE, ESE Mentor, ESE Monthly Meetings DATA
Higgs, Christina	Reading Coach	Focused Literacy Instruction, Leads Literacy PD, Reading Endorsement Lead Problem-Solving Team / MTSS, Coaching Cycles, Learning Walks Teacher Support Mentor New Teachers , Daily Classroom Visits, Support Teacher Data Analysis, Modeling / Demonstrations Lit. Facilitate Collaborative Planning - Literacy, Attend District Literacy Meetings, Data Analysis School / District K-12 Reading Plan, Reading Incentives / Awards, Portfolio Contact, SIP - School Profile FUNDATIONS / LLI Knowledge Support, Spelling Bee, Tropicana Speech, Summer Reading Camp Tutoring ELA Curriculum, Progress Monitoring, iReady/APM ELA Data/

Name	Position Title	Job Duties and Responsibilities
		Incentives Write Score, Duty, Authentic Literacy Block, District Instructional Framework, LCS Blueprints / Resources ELA FLKRS, Superintendent Reading Challenge, Move to Intervention Support

Demographic Information

Principal start date

Thursday 7/1/2021, Dawn Brown

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.*

2

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.*

6

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

718

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

15

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

13

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	106	107	107	134	130	126	0	0	0	0	0	0	0	710
Attendance below 90 percent	36	25	37	29	35	29	0	0	0	0	0	0	0	191
One or more suspensions	3	12	15	17	10	10	0	0	0	0	0	0	0	67
Course failure in ELA	3	6	10	16	5	7	0	0	0	0	0	0	0	47
Course failure in Math	3	0	6	12	4	6	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	47	35	42	0	0	0	0	0	0	0	124
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	35	53	0	0	0	0	0	0	0	127
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	16	18	42	44	52	0	0	0	0	0	0	0	178

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	0	0	0	10	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	2	2	16	16	8	0	0	0	0	0	0	0	44

Date this data was collected or last updated

Thursday 8/25/2022

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	92	110	114	142	132	130	0	0	0	0	0	0	0	720
Attendance below 90 percent	4	22	30	26	23	35	0	0	0	0	0	0	0	140
One or more suspensions	0	2	4	9	4	18	0	0	0	0	0	0	0	37
Course failure in ELA	4	10	13	1	2	6	0	0	0	0	0	0	0	36
Course failure in Math	2	4	3	4	10	9	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	17	28	39	54	78	0	0	0	0	0	0	0	217

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	4	8	2	3	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	92	110	114	142	132	130	0	0	0	0	0	0	0	720
Attendance below 90 percent	4	22	30	26	23	35	0	0	0	0	0	0	0	140
One or more suspensions	0	2	4	9	4	18	0	0	0	0	0	0	0	37
Course failure in ELA	4	10	13	1	2	6	0	0	0	0	0	0	0	36
Course failure in Math	2	4	3	4	10	9	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	17	28	39	54	78	0	0	0	0	0	0	0	217

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	4	8	2	3	0	0	0	0	0	0	0	20
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	50%	56%				49%	58%	57%
ELA Learning Gains	58%						56%	57%	58%
ELA Lowest 25th Percentile	45%						46%	49%	53%
Math Achievement	48%	46%	50%				48%	60%	63%
Math Learning Gains	54%						48%	56%	62%
Math Lowest 25th Percentile	54%						35%	39%	51%
Science Achievement	43%	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	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	47%	60%	-13%	58%	-11%
Cohort Comparison		-45%				
05	2022					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-47%				

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	52%	62%	-10%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	42%	61%	-19%	64%	-22%
Cohort Comparison		-52%				
05	2022					
	2019	47%	57%	-10%	60%	-13%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	56%	-7%	53%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	16	42	38	20	54	54	18				
ELL	23	60	45	27	42		17				
BLK	27	48	36	33	43	60	14				
HSP	42	68	58	45	63	50	43				
MUL	37	27		47	45						
WHT	55	64	48	58	57	57	59				
FRL	34	53	43	39	50	53	32				
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	17	29	29	14	17	18	10				
ELL	24			24							
BLK	22	45	45	30	23	8	22				
HSP	36			43			10				
MUL	33			33							
WHT	51	57		56	52		61				
FRL	32	55	45	39	38	22	32				
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	21	46	42	22	33	28	22				
ELL	50	56		36	56						
BLK	34	43	37	33	48	30	36				
HSP	51	50		48	40		55				
MUL	32	67		52	47						
PAC											
WHT	58	62	43	55	49	39	59				
FRL	42	53	48	43	43	31	48				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	57
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	46
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?

Proficiency in FSA ELA below 50 percent in grades 3, 4, and 5. While Students with disabilities, ELL, Black, and Multi-Racial subgroups showed increase in proficiency it still fell below the 41% goal.

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

Based on FSA ELA data, 4th Grade ELA Proficiency demonstrates the greatest need for improvement. Based on FSA Math data, 5th Grade Math Proficiency demonstrates the greatest need for improvement. Based on ESSA subgroup data, students with disabilities, black, multi-racial, and ELL students fell below 41% proficient on state 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?

Based on subskill data from FSA ELA 4th Grade, the subskill area that showed the greatest need for improvement was Key Ideas and Details. Actions that need to be taken to address this need is standards-aligned instruction in comprehension during CORE instruction and intervention and remediation blocks. Collaborative planning with ELA subject area teachers will focus on essential standards based on Florida BEST Standards and district provided curriculum resources.
Based on subskill data from FSA Math 5th Grade, the subskill areas that showed the greatest need for improvement was Operations, Algebraic Thinking, and Fractions. Actions that need to be taken to address this need is intensive instruction with conceptual understanding of fractions and modeling operations with fractions. Collaborative planning with math subject area teachers will focus on essential standards based on new math standards and newly adopted math curriculum.

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

Based on 5th grade FSA ELA proficiency data, the students in this group grew from 31% proficient in 4th grade the year before to 49% proficient on the 5th grade assessment (+18), which contributed to gains in proficiency and learning gains from the year prior.
Based on FSA Math Data, 4th grade proficiency showed the most improvement reaching 52%, contributing to learning gains for the specific group of students and a 12 point increase from the prior year proficiency for 4th grade.
Based on FSA Math Data, learning gains and bottom quartile learning gains in math showed great improvement.

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

ELA growth can be contributed to aligned curriculum, intervention specific to students needs, and increase in writing in response to reading.
Math growth can be contributed to aligned curriculum, use of formative assessments, reteach and remediation based on needs through classroom small group, intervention through daytime and after school tutoring focused on essential standards, and individualized specific intervention given through Title I Teacher Assistants.
Targeted intervention and tutoring support for students in the bottom quartile contributed to this improvement.

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

During collaborative planning, grade level teachers and support facilitators will plan for specific use of formative assessments for CORE instruction with essential standards in ELA and Math. The formative assessments will be utilized to determine intervention/acceleration for the students to meet them where they are and assist them in growing and meeting grade level expectations and push them to accelerate. The walk to intervention/acceleration will also be used to close achievement gaps based on deficient skills in ELA and math. Tutoring opportunities specific to students in the bottom quartile will be provided to close achievement gaps with targeted skills.

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

Professional development opportunities that will be provided at the school to support teachers and leaders will focus around the PLC @ Work Framework, specifically related to essential standards and formative assessments. In addition, professional development with inclusion practices for students with disabilities will be provided. Fundations Intervention training will also be a focus of professional

development. Professional development on Reveal Math curriculum, Sanford Harmony, Wit & Wisdom, Geodes, and Fundations will be provided for teachers who are new to the school.

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

We will continue to meet as a collaborative team to ensure the focus of the PLC framework is being utilized to develop engaging, standards-aligned lessons for all students, including during intervention/ acceleration lessons. As a school team, we will have data chats to review formative assessments, progress monitoring data, and state assessments to meet the needs of our students.

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.	After reviewing data from 2021-2022 standardized testing, collaborative learning will be comprised of teachers, who will plan and deliver standards based instruction with focuses on authentic literacy and numeracy experiences with high expectations. By focusing on instructional delivery with a school-wide focus on core content in English Language Arts and Mathematics, while utilizing the District Instructional Framework of Lake County Schools that incorporate Reading, Writing, Thinking, and Talking, student achievement will increase and achievement gaps will decrease.
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 increases in the following: From 44% to 54% proficient in English Language Arts From 58% to % of all students making learning gains in ELA From 45% to % of students in the lower quartile making learning gains in English Language Arts From48 % to 54 % proficient in Mathematics From 54% to % of all students making learning gains in Mathematics From 54 % to % of students in the lower quartile making learning gains in Mathematics From 43% to 54% of Fifth Grade students proficient in Science
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	i-Ready Diagnostic Data and FAST Progress Monitoring Data will be utilized to monitor progress towards goal of increasing proficiency based on measurable outcomes established above. Weekly Collaborative Team Time, Learning Walks Data, Coaching/Feedback Cycles by Instructional Coaches, Targeted Feedback by Administration, FAST Progress Monitoring, Formative Assessments, and I-Ready Data.
Person responsible for monitoring outcome:	Dawn Brown (brownd@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Administration, Instructional Coaches, and Faculty will utilize Collaborative Team Time to plan for standards based instruction and implementation of gradual release of responsibility strategies; setting purpose, modeling thinking, collaborative learning, and independent practice. PLC Framework with the four essential questions will be used to increase teacher clarity. Teacher clarity on the standards to be taught, how they are assessed, and intervention/acceleration strategies will be monitored through Administrative and Instructional Coach attendance and facilitation in Collaborative Team Time. Learning walk schedule will be developed to collect trend data on implementation of standards

implemented for this Area of Focus.	aligned instruction based on the instructional framework. Administration and Instructional Coaches will walk 10 classrooms per week. Coaches will implement coaching/feedback cycles based on learning walk data to determine effectiveness and provide ongoing support. FAST Progress Monitoring, I-Ready, and formative assessment data will be analyzed and intervention/acceleration opportunities provided. Quarterly data chats will be scheduled with teachers to monitor student achievement with standards mastery.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By implementing common planning using the PLC Four Questions, highlighting Essential Standards and utilizing the Instructional Framework as a structure for lessons, coaching/ feedback cycles, targeted feedback, and formative assessments to drive instruction, teachers will have clarity on what students need to learn, how they will demonstrate understanding, what will be done when students are not learning, and what will be done if students already know it. Through effective use of instructional coaches utilizing learning walks and coaching cycles, teacher delivery and effectiveness will increase, which will result in an improved academic achievement through all grade levels.

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. Hire instructional coaches with skills for coaching support and strong knowledge of academic standards/instructional practices: K-5 Literacy Coach Christina Higgs, K-5 Math/Science Coach Kristy Zamora, Curriculum Resource Teacher Alexa DeJarlais.

Person Responsible	Dawn Brown (brownd@lake.k12.fl.us)

2. Have all teachers/leaders of ELA attend K-5 Wit and Wisdom Training and K-2 Fundations Training to deepen knowledge of adopted textbook aligned to BEST ELA Standards.

Person Responsible	Christina Higgs (higgsc@lake.k12.fl.us)

3. Have all teachers/leaders of Mathematics attend K-5 Reveal training to deepen knowledge of adopted textbook aligned to BEST Mathematics Standards.

Person Responsible	Kristy Zamora (zamorak@lake.k12.fl.us)

4. Conducting ongoing quarterly data analysis by using, FAST Progress Monitoring, I-Ready, and Formative Assessments to drive standards aligned instruction and increase student achievement,

Person Responsible	Alexa Dejarlais (dejarlaisa@lake.k12.fl.us)

5. Coordinate professional development for Professional Learning Communities centered around the Four Questions, Essential Standards and Instructional Framework, targeting instructional delivery to support increased alignment, rigor and engagement for students.

Person Responsible	Melissa Dillow (dillowm@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.	With setting high expectations, faculty and staff will create a school culture and climate where positive relationships are developed, student and teacher collective efficacy is developed and students and families are welcomed and engaged in learning. This area of focus was identified as a critical area of need because EWS data showed high students tardies, repeat students with low attendance, correlating with low academic growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By maintaining and focusing on a positive culture and climate, we expect to see attendance for students increase from 92% up to at least 95%. By being consistent with monitoring and implementation of school wide early warning systems by the EWS team who oversees student academic achievement will increase as measured by state and district assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	EWS Data: Tardies, Attendance, i-ready diagnostics, LSA quarterly science assessments, FAST testing
Person responsible for monitoring outcome:	Clifford Tomassian (tomassianc@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	The EWS team will monitor behavior infractions, attendance, and grades during monthly team meetings. The school will host monthly family nights to increase opportunities for students and families to engage in fun learning activities that boost student and family efficacy and build positive relationships with faculty and staff. We will also use the evidence based strategy of Restorative Practices, in conjunction with the Sanford Harmony curriculum, this will be implemented and monitored by our Social/ Emotional Learning Team. The PASS teacher will conduct lessons using Sanford Harmony and Restorative Circles in addition to providing academic supports and acceleration. Home visits will be

implemented for this Area of Focus.	completed by our social worker and one of the school administrators to help with communication and attendance concerns in an effort to increase attendance of the students with 20 or more missed days of school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By utilizing the Sanford Harmony curriculum and the use of Restorative Practices, teachers and students will be empowered with problem-solving skills using effective communication skills and building connections to resolve conflict, resulting in an increase in student engagement with learning. Sanford Harmony and Restorative Practices will both be utilized within the PASS classroom as the curriculum piece to support students with social emotional needs. This will decrease the number of disciplinary issues within classroom lessons and increase student attendance, resulting in higher academic student achievement. By monitoring grades and course failures each quarter, interventions can be put into place to help reduce the number of students at risk. By holding monthly family nights, we expect to build positive relationships among all school stakeholders, from student and families to cafeteria, custodians and teachers, with each person collectively contributing to a culture of belonging and success for all.

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.

Ongoing professional development will be provided by the district on Sanford Harmony curriculum, Restorative Practices and PBIS.

Person Responsible	Diane Blozis (blozisd@lake.k12.fl.us)

Teachers will use Sanford Harmony weekly and Restorative Circles daily to improve student efficacy.

Person Responsible	Jamie Solois (soloisj@lake.k12.fl.us)

EWS data will be reviewed at monthly meetings and we will provide feedback to ensure everyone is informed and are actively monitoring and supporting students identified at risk.

Person Responsible	Clifford Tomassian (tomassianc@lake.k12.fl.us)

All school based personnel will greet students first thing in the morning and throughout the day. This will increase positive adult interactions for the students throughout the day. Students will demonstrate a more cooperative attitude towards the school and increase their desire to stay in school.

Person Responsible	Alexa Goodwin (goodwina@lake.k12.fl.us)

We will use PBIS and Challenger Cash to celebrate positive behaviors each week.

Person Responsible	Diane Blozis (blozisd@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.	The area of focus was identified as a critical need from reviewing the ESSA subgroup data as well as the statewide assessments and district progress monitoring tools. The data showed that student achievement was significantly below grade level, with little or no growth for our students with disabilities, English Language Learners, Multiracial and African American students. Through data-driven, small group, intervention, and tutoring teachers will plan and deliver targeted, academic, research based instruction for struggling students as well as implement opportunities for acceleration for students showing mastery of grade level standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on school-wide, data-driven, researched based interventions and acceleration during WIN (What I Need) time, we expect to see student achievement in ELA and Mathematics increase in every sub-group as evidence by I-Ready Reading, FAST Progress Monitoring, and ESSA sub-group data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored for the desired outcome during collaborative team time, quarterly data chats with teachers, interventionist, administrators, instructional coaches, and MTSS support. We will review the data to determine if the interventions/ acceleration set in place are meeting the needs of all learners and decide if students have shown mastery. If students have shown mastery to the desired level in a particular WIN (What I Need) group, the team would discuss the next steps and what interventions/acceleration group would continue to help them grow academically.
Person responsible for monitoring outcome:	Melissa Dillow (dillowm@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implementation of Fundations Intervention lessons and I-Ready Toolkit groups will be utilized for the intervention focus on phonics and phonemic awareness. Bi-monthly progress monitoring by the interventionist will determine the proper placement. Implementation of LLI groups will be used to increase comprehension and fluency of struggling students during WIN time. Bi-Monthly data will be analyzed to determine the effectiveness and proper placement of students within the program. By utilizing the REVEAL Performance-based Recommendations for Differentiation teacher/interventionist led lessons and I-Ready Toolkit, students will increase mathematics proficiency. Students will be placed in small groups based on areas of need/acceleration. Weekly data will be analyzed by interventionist to determine the effectiveness of proper placement of groups.
Rationale for Evidence-based Strategy: Explain the	By implementing, monitoring, and supporting the LLI, Fundations, I-Ready, and Mathematic small groups, we will see an increase in both Math and ELA student achievement across all sub-groups. LLI was chosen by LCS because the research-based program has a record of increasing student growth two years within one year. Fundations and I-Ready Toolkit were chosen by LCS as proven research-based

rationale for selecting this specific strategy.	instruction for phonics and phonemic awareness to help increase student Reading fluency and comprehension.
Describe the resources/ criteria used for selecting this strategy.	REVEAL Performance-based Recommendations for Differentiation and I-Ready toolkits were chosen by LCS as proven research-based programs to address Mathematic deficiencies.

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. Schedule will be created for targeted students based on I-Ready and FAST Progress Monitoring Data in K-5 to be screened in phonics and phonemic awareness using appropriate screeners. The Literacy Coach and Intervention Team will complete this screening.

Person Responsible	Lorelei Sivek (sivekl@lake.k12.fl.us)

2. Schedule will be created for targeted small group instruction and implementation in K-5 based on screeners in phonics and phonemic awareness. Groups will be created based on level of skills. The Literacy Coach and Intervention Team will create these groups.

Person Responsible	Lorelei Sivek (sivekl@lake.k12.fl.us)

3. The Literacy Coach and Interventionist will provide training in Fundations and I-Ready Toolkit for new teachers and Academic Teaching Assistants to ensure Phonics and Phonemic Awareness interventions are provided accurately and on a timely, consistent basis.

Person Responsible	Lorelei Sivek (sivekl@lake.k12.fl.us)

4. FPE will utilize the LLI program, when appropriate, for small groups pull-out to support vocabulary, comprehension, and fluency as identified as areas of need for our Students with Disabilities, African American, Multiracial, and English Language Learners ESSA subgroups. Groups will be created by ability level and kept in groups of 4 or less to provide targeted Reading Remediation.

Person Responsible	Lorelei Sivek (sivekl@lake.k12.fl.us)

5. Bi-monthly progress monitoring will be done with formative assessments to monitor effectiveness of the interventions provided. All teachers meet with the MTSS team as scheduled to discuss student progress and achievement. This is monitored by the MTSS Team and Literacy Coach.

Person Responsible	Lorelei Sivek (sivekl@lake.k12.fl.us)

6. Schedule will be created for targeted small group instruction and implementation in K-5 based on Formative Assessments, I-Ready, FAST Progress Monitoring Data. Groups will be created based on level of skills. The Math Coach and Intervention Team will create these groups.

Person Responsible	Kristy Zamora (zamorak@lake.k12.fl.us)

7. The Math Coach will provide training in REVEAL and I-Ready Toolkit for new teachers and Academic Teaching Assistants to ensure Math interventions are provided accurately and on a timely, consistent basis.

Person Responsible	Kristy Zamora (zamorak@lake.k12.fl.us)

8. FPE will utilize REVEAL Performance based recommendations for Differentiation and I-Ready Toolkit when appropriate, for small groups pull-out to support Mathematic deficiencies as identified as areas of need for our Students with Disabilities, African American and Multiracial students, and English Language Learners. subgroups will be created by ability level and kept in groups of 4 or less to provide targeted Math Remediation.

Person Responsible	Kristy Zamora (zamorak@lake.k12.fl.us)

9. Bi-monthly progress monitoring will be done with formative assessments and I-Ready Data to monitor effectiveness of the interventions provided. All teachers meet with the MTSS team as scheduled to discuss student progress and achievement. This is monitored by the MTSS Team and Math Coach.

Person Responsible	Kristy Zamora (zamorak@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

Based on ELA Proficiency below 50%, if teachers implement instruction using content-rich, research-based, aligned materials during ELA/Literacy Block and Intervention/Acceleration Block, then students overall reading proficiency will improve. ELA adopted materials included Great Minds Wit & Wisdom, Wilson Fundations, and Geodes. Intervention materials will include LLI, Fundations Intervention lessons, and I-Ready Tool Kit Intervention lessons. Utilizing the Literacy Coach with Professional Development and Collaborative planning that incorporates, curriculum resources, coaching cycles, and learning walk data will improve instructional practice.

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

Based on ELA Proficiency below 50%, if teachers implement instruction using content-rich, research-based, aligned materials during ELA/Literacy Block and Intervention/Acceleration Block, then students overall reading proficiency will improve. ELA adopted materials included Great Minds Wit & Wisdom and Wilson Fundations. Intervention materials will include LLI, Fundations Intervention lessons, and I-Ready Tool Kit Intervention lessons. Utilizing the Literacy Coach with Professional Development and Collaborative planning that incorporates, curriculum resources, coaching cycles, and learning walk data will improve instructional practice.

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)

Students in grades K-2 will score at or above 50% proficiency on the FAST Progress Monitoring for ELA.
i-Ready
Specifically, second grade will raise proficiency in i-ready from 48% to 50% proficient on i-Ready EOY Diagnostic.

Grades 3-5: Measureable Outcome(s)

Students in grades 3-5 will score at or above 50% proficiency on the FAST Progress Monitoring for ELA.
FSA
3rd Grade will raise proficiency from 40% to 50%
4th Grade will raise proficiency from 37% to 50%
5th Grade will raise proficiency from 49% to 50%

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.

Attendance in Professional Learning Opportunities offered by district and school related to ELA Curriculum Resources and BEST Standards. Attendance and Participation within Collaborative Planning for ELA Instruction utilizing aligned curriculum resource assessments.
Learning Walk data documenting level of implementation of research-based curriculum and instructional strategies during ELA and Intervention Blocks.
Literacy Coach will log Coaching Cycle data related to instructional practice and resource implementation in ELA.
Intervention Data from LLI/Fundations/I-Ready Toolkit groups.
I-Ready Reading Diagnostic and FAST Data demonstrating increasing proficiency levels.

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

Brown, Dawn, brownd@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. §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?

Aligned instruction utilizing research-based ELA curriculum materials (Fundations for Phonemic Awareness and phonics instructions, Geodes for fluency and accuracy with reading foundational skills, Wit and Wisdom for Vocabulary, Comprehension, and Writing skills). Differentiated instruction utilizing research-based reading intervention materials (I-Ready Tool Kit and LLI) for intervention/acceleration provided by Reading Endorsed Instructional Teachers.

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?

If teachers provide aligned instruction in ELA using research-based curriculum materials with integrity, reading proficiency will increase. LCS has adopted ELA curriculum resources in 21-22 aligned to the BEST Standards for ELA that are research-based and grade appropriate. Explicit professional development opportunities are being provided and follow-up support from regional curriculum specialist to support implementation has been provided to support Administrators, Literacy Coaches, and teachers.

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
1. Professional development on ELA BEST Standards and curriculum materials: Fundations, Geodes, and Wit & Wisdom. Literacy Coach will assist teachers with registering for upcoming professional development and provide follow-up to support to teachers during planning and instruction.	Higgs, Christina, higgsc@lake.k12.fl.us
Collaborative Planning using the PLC framework, Lake County Schools Curriculum Blueprints and Scope and Sequence documents to plan for implementation of ELA BEST Standards through research-based curriculum materials for ELA.	Higgs, Christina, higgsc@lake.k12.fl.us
Intervention utilizing research evidence-based reading intervention curriculum resources (LLI/Fundations) provided by a Reading Endorsed Instructional Teacher.	Higgs, Christina, higgsc@lake.k12.fl.us
Implementation and monitoring of formative assessments to drive instruction and remediation opportunities. Data from these assessments will be reviewed during collaborative planning time by teachers, administrators, and instructional coaches to plan for remediation/acceleration opportunities to meet students needs.	Higgs, Christina, higgsc@lake.k12.fl.us
Learning Walks will be conducted by Administrator, Literacy Coach, and Instructional Coach to collect data related to implementation of instructional strategies and curriculum resources. Data from these walks will be utilized to develop next steps for Coaching Cycles by Instructional Coaches and Targeted Feedback Cycles with Administrators.	Higgs, Christina, higgsc@lake.k12.fl.us
Progress monitoring assessments will be scheduled at BOY, MOY, and EOY to measure student growth toward proficiency using i-Ready Reading Diagnostics & FAST ELA Assessments (PM1, PM2, and PM3)	Higgs, Christina, higgsc@lake.k12.fl.us
Professional development on ELA BEST Standards and newly adopted curriculum materials: Fundations, Geodes, and Wit & Wisdom. Literacy Coach will assist teachers with registering for upcoming professional development and provide follow up support to teachers during planning and instruction.	Higgs, Christina, higgsc@lake.k12.fl.us
Collaborative Planning using the PLC framework, Lake County Schools Curriculum Blueprints and Scope and Sequence documents to plan for implementation of ELA BEST Standards through research-based curriculum materials for ELA.	Higgs, Christina, higgsc@lake.k12.fl.us

Action Step	Person Responsible for Monitoring
Intervention utilizing research evidence-based reading intervention curriculum resources (LLI/ Fundations) provided by a Reading Endorsed Instructional Teacher.	Higgs, Christina, higgsc@lake.k12.fl.us
Implementation and monitoring of formative assessments to drive instruction and remediation opportunities. Data from these assessments will be reviewed during collaborative planning time by teachers, administrators, and instructional coaches to plan for remediation/acceleration opportunities to meet students needs.	Higgs, Christina, higgsc@lake.k12.fl.us
Learning Walks will be conducted by Administrator, Literacy Coach, and Instructional Coach to collect data related to implementation of instructional strategies and curriculum resources. Data from these walks will be utilized to develop next steps for Coaching Cycles by Instructional Coaches and Targeted Feedback Cycles with Administrators.	Higgs, Christina, higgsc@lake.k12.fl.us
Progress monitoring assessments will be scheduled at BOY, MOY, and EOY to measure student growth toward proficiency using i-Ready Reading Diagnostics & FAST ELA Assessments (PM1, PM2, PM3)	Higgs, Christina, higgsc@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.

Our mission and vision drives our passion to create and maintain a positive school culture and a welcoming environment where all students feel safe to learn. Fruitland Park Elementary plans multiple opportunities for students, teachers, parents and community stakeholders to work together and create an academic and family focused environment centered on student success. These opportunities include meet the teacher night, curriculum night, literacy night, STEAM night, parent conferences, Dads Bring Your Kid to School Day, Muffins with Moms and Student Advisory Council. Another way Fruitland Park will increase a positive school culture and environment will be by celebrating all student achievements. We will hold quarterly honor roll celebrations and recognize B.U.G. awards (Brining Up Grades), perfect attendance and STAR students. Our school administrators work hand in hand with our stakeholders to build long lasting relationships that

further improve our positive climate, building a self sustaining reputation. One of our biggest supporters is our community. We have a wide variety of members from churches, the town of Fruitland Park, our recreation department and local businesses that makeup a group called Bless Fruitland Park. Bless Fruitland Park gives back to our school in a variety of ways which help our students, families, faculty and staff feel valued and included. Teachers will support our students first and foremost by believing that all the students at Fruitland Park Elementary are their students and that all students can learn and succeed given the right tools. Teacher will use services such as Sanford Harmony and Restorative Practices to support the social emotional growth of all students and establish positive relationships with their students. Teachers will use resources that include character development, conflict resolution, building communication skills and problem solving, fostering a judgement free zone. All of our stakeholders will strive to identify the differences among us that makes our school unique and showcase our individual strengths that make us one team. We will also use a variety of communication methods to reach all stakeholders such as School Messenger Call-Out System, daily student folders, newsletters, social media, teacher/parents communication apps and the school webpage. To support families in transition during the summer, a Summer Clerk will be hired to assist families with enrolling and withdrawing students to our school. The Summer Clerk will be available to support stakeholders with information regarding the upcoming school year, registration requirements, and information specific to Fruitland Park Elementary to establish a communicative rapport with families supporting a positive climate and culture as they enter and depart our school. Establishing open lines of communication and transparency will create trust that will continue to improve our school culture and climate. The instructional coaches provide The Challenger Academy where monthly meetings are held with new teachers to offer assistance in orientation to Fruitland Park Elementary, classroom management, curriculum & testing support, evaluations, technology, grading, and any other area of need.

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

*Bless Fruitland Park: Helps by fundraising and donating to support our school, students, families, faculty and staff needs.
*PTO: Helps fundraise for the school
*SAC: Contributes to decision making for Title I budget/plan and school initiatives
*Students: utilizing skills learned through Restorative Practices and Sanford Harmony Lessons
*Families: Supporting school initiatives, attending school events, joining SAC and PTO
*Faculty/Staff: Creating welcoming environments, positive relationships with students and families, restorative practices, Positive Behavior Intervention Support (PBIS), and Sanford Harmony Lessons
*Instructional Coaches: Challenger Academy for New Teachers