Lecanto Primary School

2022-23 Schoolwide Improvement Plan

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Lecanto Primary School

3790 W EDUCATIONAL PATH, Lecanto, FL 34461

https://lps.citrusschools.org/

Demographics

Principal: Mollie Chandler

Start Date for this Principal: 7/1/2009

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* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: C (49%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

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)
K-12 General Education	No	21%

School Grades History

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

School Board Approval

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SIP Authority

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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.

In connection with its children, families, and community, LPS promises to provide quality instruction, a challenging learning environment, and a lasting partnership to create life-long learners.

Provide the school's vision statement.

Bringing inspiration and innovation to every student!

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
Lofton, Vicki	Principal	PERFORMANCE RESPONSIBILITIES: (1) Provide leadership in the continuous improvement of the total educational program in the school. * (2) Manage and administer the overall instructional program of the school. * (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. * (4) Provide leadership and facilitate the accreditation program at assigned school. * (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. * (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. * (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. * (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. * (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. * (12) Manage the implementation and administration of negotiated employee contracts at the school level. * (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. * (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. * (15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility. (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * (18) Manage and supervise the wise use of financial resources for the school. * (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all

Name	Position Title	Job Duties and Responsibilities
		school funds. * (21) Manage and supervise the preparation of financial reports for the school. * (22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinate with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school / community relations. (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. * (28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30) Oversee and maintain accountability for property inventory records and security of school property. * (31) Oversee the development of a master schedule for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel and the community. * (35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. * (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school. (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership

Name	Position Title	Job Duties and Responsibilities
		in the event of such happenings. * (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. * (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's student activity programs including selection of club sponsors. * (45) Maintain visibility and accessibility on the school campus. * (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel in special projects for the enhancement of the school. (48) Attend school-related activities and events. * (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position.
Chandler, Mollie	Assistant Principal	PERFORMANCE RESPONSIBILITIES: (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. *

Name	Position Title	Job Duties and Responsibilities
		(12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club

Name	Position Title	Job Duties and Responsibilities
		sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Collins, Debi	Staffing Specialist	Performs duties and assumes such responsibilities as requested by the Director of Exceptional Student Education such as: (1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.* (2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.* (3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.* (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.* (5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.* (6) Provides in-service training for teachers and staff regarding ESE issues.* (7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.* (8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position.*
Loreth, Michelle	Instructional Coach	(1) Assist with the coordination and conducting of staff development activities.* (2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.* (3) Assist with the process of previewing, selecting, and developing materials related to the program

Name	Position Title	Job Duties and Responsibilities
		and its effectiveness.* (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. * (5) Provide supportive services to parents, teachers, students, and administration.* (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.* (7) Assist with planning, coordination, and implementation of special projects, programs, and events.* (8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.* (9) Keep professional skills and knowledge updated.* (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (11) Perform other incidental tasks consistent with the goals and objectives of this position.

Demographic Information

Principal start date

Wednesday 7/1/2009, Mollie Chandler

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.*

11

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

829

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.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124	155	123	135	129	135	0	0	0	0	0	0	0	801
Attendance below 90 percent	17	45	23	29	18	26	0	0	0	0	0	0	0	158
One or more suspensions	3	8	8	6	2	5	0	0	0	0	0	0	0	32
Course failure in ELA	0	13	11	7	2	12	0	0	0	0	0	0	0	45
Course failure in Math	0	8	7	8	5	19	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	13	39	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	14	43	0	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	6	25	20	27	0	0	0	0	0	0	0	0	0	78

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	3	19	16	20	12	40	0	0	0	0	0	0	0	110

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	5	19	1	9	6	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	3	6	0	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Wednesday 8/24/2022

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	123	118	122	127	115	163	0	0	0	0	0	0	0	768
Attendance below 90 percent	14	24	17	23	21	18	0	0	0	0	0	0	0	117
One or more suspensions	4	10	9	9	12	15	0	0	0	0	0	0	0	59
Course failure in ELA	0	5	10	11	10	13	0	0	0	0	0	0	0	49
Course failure in Math	0	6	12	19	19	23	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	14	21	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	18	25	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	6	32	18	35	0	0	0	0	0	0	0	0	0	91

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	5	15	15	29	25	20	0	0	0	0	0	0	0	109

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	5	6	8	7	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	123	118	122	127	115	163	0	0	0	0	0	0	0	768
Attendance below 90 percent	14	24	17	23	21	18	0	0	0	0	0	0	0	117
One or more suspensions	4	10	9	9	12	15	0	0	0	0	0	0	0	59
Course failure in ELA	0	5	10	11	10	13	0	0	0	0	0	0	0	49
Course failure in Math	0	6	12	19	19	23	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	14	21	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	18	25	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	6	32	18	35	0	0	0	0	0	0	0	0	0	91

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	5	15	15	29	25	20	0	0	0	0	0	0	0	109

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	5	6	8	7	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	55%	53%	56%				57%	59%	57%
ELA Learning Gains	51%						50%	56%	58%
ELA Lowest 25th Percentile	45%						32%	48%	53%
Math Achievement	58%	52%	50%				60%	60%	63%
Math Learning Gains	53%						51%	54%	62%
Math Lowest 25th Percentile	42%						32%	39%	51%
Science Achievement	49%	53%	59%				60%	60%	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	64%	61%	3%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	50%	55%	-5%	58%	-8%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	58%	-3%	56%	-1%
Cohort Comparison		-50%				

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%	58%	1%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	58%	59%	-1%	64%	-6%
Cohort Comparison		-59%				
05	2022					
	2019	56%	60%	-4%	60%	-4%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	58%	0%	53%	5%
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	30	35	32	34	24	19	16				
BLK	50										
HSP	70	69		61	72		50				
MUL	31	45		21							
WHT	54	48	45	60	52	36	48				
FRL	50	49	39	52	47	38	50				

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	16	23	31	18	35	27	12				
ASN	73			82							
BLK	50			40							
HSP	54	45		45	46		42				
WHT	55	40	31	58	58	50	47				
FRL	49	41	35	53	52	38	43				
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	15	21	30	18	11	5					
ELL	36			55							
HSP	62	56		62	56		55				
MUL	30			27							
WHT	58	50	35	61	52	33	60				
FRL	55	49	33	53	45	31	55				

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)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	50
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	64
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	32
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	49
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?

In 2021 our 3rd grade cohort scored 59% proficient in ELA. In 2022, ELA proficiency of this cohort of students dropped to 44%.

In 2021 our 4th grade cohort scored 56% proficient in ELA. In 2022, ELA proficiency of this cohort of students increased to 61%.

ELA Learning gains increased from 41% to 51% and bottom quartile learning gains in ELA increased from 33% to 45%.

Overall, ELA proficiency in 3-5 grade increased from 54% to 55% which is above the district average of 53% and equal to the state average of 55%.

In 2021, our 3rd grade cohort scored 57% proficient in math. In 2022, math proficiency of this cohort of students increased to 67%.

In 2021, our 4th grade cohort scored 59% proficient in math. In 2022, math proficiency of this cohort of students increased to 62%.

Math learning gains decreased from 54% to 53% and bottom quartile learning gains in math stayed the same at 42%.

Overall, math proficiency in 3-5 grade increased from 57% to 58% which is above the district average of 53% and the state average of 57%.

Science proficiency increased from 44% to 49% when comparing 2021 data to 2022 data.

The Students with Disabilities and Multiracial subgroups fall below the federal index, but have shown improvement when compared to data from 2019.
Students with disabilities scored 14% in 2019 and 27% in 2022.
Multiracial students scored 29% in 2019 and 32% in 2022.

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

4th grade ELA and math show the greatest need for improvement based on the 2022 FSA data and Spring 2022 iReady diagnostic data.

In addition, according to 2022 FSA data, both ELA and math bottom quartile students demonstrate a need as both were below 50%.

According to the Spring 2022 ELA iReady Diagnostic data, 1st and 4th grade show low performance and low growth.

According to the Spring 2022 Math iReady Diagnostic data, 1st, 4th, and 2nd grade show low performance and low growth.

The Students with Disabilities and Multiracial subgroups fall below the federal index, but have shown improvement when compared to data from 2019.
Students with disabilities scored 14% in 2019 and 27% in 2022.
Multiracial students scored 29% in 2019 and 32% in 2022.

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

According to reflections from the team, below are contributing factors to the need for improvement.

Lack of consistent, evidence-based phonics instruction.
We will implement a consistent, evidence-based phonics curriculum, and provide professional development to increase knowledge and understanding.
We will assess the phonics skills needed at each grade level and communicate expectations vertically.

Lack of consistent differentiated small group instruction.
We will implement the district Literacy Framework, outlining the structure of the literacy block.
Small group differentiated instruction will be a focus this year.
Professional development sessions will target small group instruction best practices.
Increase is student discipline referrals, removing students from the learning environment.

We will implement changes to our school wide discipline plan to decrease student referrals and increase student time in the classroom including:

Check In Check Out system to increase positive relationships
No Referral August- this time will be spent building relationships, teaching expectations, and reviewing rules
Behavior incident debrief tool to determine triggers and develop a plan to prevent future occurrences of behaviors
Implement new PBIS Rewards program

Lack of student motivation and engagement.
We will focus on increasing student engagement through:
Collaborative instructional routines
Motivational incentives for attainable goals

Increase in student absence rates.
We will increase student engagement and the desire to be at school
We will develop an incentive program

A need for increased knowledge of new ELA BEST standards and Wonders curriculum.
We will continue to provide professional development targeting the ELA BEST Standards and Wonders curriculum.

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

5th grade ELA performance and growth, kindergarten ELA performance and growth, and 3rd grade ELA performance and growth showed the most improvement as measured by iReady Diagnostic data.
In addition, 5th grade Math performance and growth showed improvement as measured by iReady diagnostic data.

The 5th grade cohort also showed an improvement on the ELA FSA, going from 56% proficient to 61% proficient.

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

Title I Interventionists and Paraprofessionals
Implementation of Wonders curriculum and new BET Standards
Before school tutoring lab
Kindergarten classrooms were supported by paraprofessionals
Utilization of AR to encourage independent reading

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

This year all 3rd grade students will participate in the Math Acceleration course. They will learn all 3rd grade math BEST standards as well as half of the 4th grade standards.
iReady Extended Support
Implementation of district Literacy Framework
Implementation of new Math BEST Standards and new math curriculum (Savvas)
Professional development
Implementation of new district walkthrough tools for ELA and Math
FAST Progress Monitoring Tool

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.

Monthly sessions with iReady as part of the iReady Extended Support initiative.
Weekly TEACH Tuesday professional development sessions focused on: small group differentiated instruction, student engagement, new Math BEST Standards, ELA BEST Standards, new math curriculum (Savvas), Wonders curriculum, building relationships, etc.
Weekly collaboration sessions with grade level teams

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

We will utilize new walkthrough tools developed by the district, targeting best practices in ELA and Math to ensure the above professional development strategies and learnings are implemented.
We will utilize a new observation/evaluation tool targeting instructional best practices.

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

:

#1. Positive Culture and Environment specifically relating to behavior	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the data collected during the 2021-2022 school year, decreasing student discipline referrals is a critical need.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease student discipline referrals by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly discipline referrals data review PBIS Rewards system
Person responsible for monitoring outcome:	Mollie Chandler (chandlerm@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lecanto Primary School will continue implementation of a school wide positive behavior plan. School wide expectations will be taught, practiced, and celebrated pervasively. All students will participate in character education lessons and strategies to build positive classroom climate and culture. A consistent discipline system will be implemented to decrease unwanted behaviors.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research and evidence indicate that schools that effectively implement a positive behavior plan with clearly defined expectations and supports have a decrease in negative behaviors and referrals. With the use of character education lessons, building classroom communities and positive relationships, along with a systematic and well defined behavior plan, negative behaviors and interactions will decrease and the number of students without a discipline referral will increase.

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.

Implement solid and consistent classroom management plans.
Each teacher develops a plan he/she is comfortable with and follows through with the plan.

Review and revise plans to be flexible to meet student needs.
Collaborate to share successful models

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Schedule character education lessons
Contact counselor for times and schedule
Lessons offered throughout the year

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Control remains with teacher
Leadership team switches places with the teacher when called for assistance.
Teacher to work to deescalate
Reviews rules and expectations as needed

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Increase parent support
Start the year with positive communication
Reach out within 1st 2 weeks of school
Invite students to participate in pre planning week to prepare classroom
Keep a log of all parent communication and whether or not a response was received
3:1 positive to negative interactions
Talk to all parents
Find out how the parents want to communicate
Be flexible with a variety of communication tools and languages

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Keep students in the classroom
De-escalation strategies
FLIP It
Establish classroom routines and expectations
Identify triggers
Provide positive interactions
Stay consistent
Panther Den
Schedule classroom breaks
Visit classrooms where strategies are effective
Utilize school wide verbiage

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Consistent responses to behavior incidents.
Communicate when/how to use codes and understand the decisions about consequences.
Provide and refer to updated behavior flow chart
Use consistent language
Create behavior plans when necessary and describe the information and expectations

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Implement solid and consistent classroom management plans.
Each teacher develops a plan he/she is comfortable with and follows through with the plan.

Review and revise plans to be flexible to meet student needs.
Collaborate to share successful models

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Schedule character education lessons
Contact counselor for times and schedule
Lessons offered throughout the year

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Control remains with teacher
Leadership team switches places with the teacher when called for assistance.
Teacher to work to de-escalate
Reviews rules and expectations as needed

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Increase parent support
Start the year with positive communication
Reach out within 1st 2 weeks of school
Invite students to participate in pre planning week to prepare classroom
Keep a log of all parent communication and whether or not a response was received
3:1 positive to negative interactions
Talk to all parents
Find out how the parents want to communicate
Be flexible with a variety of communication tools and languages

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Keep students in the classroom
De-escalation strategies
FLIP It
Establish classroom routines and expectations
Identify triggers
Provide positive interactions
Stay consistent
Panther Den
Schedule classroom breaks
Visit classrooms where strategies are effective
Utilize school wide verbiage

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

Consistent responses to behavior incidents.
Communicate when/how to use codes and understand the decisions about consequences.
Provide and refer to updated behavior flow chart
Use consistent language
Create behavior plans when necessary and describe the information and expectations

Person Responsible   Mollie Chandler (chandlerm@citrusschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our data review, increasing student proficiency levels and learning gains in ELA has been identified as a critical area of focus for Lecanto Primary School. While our students have shown growth this year according to diagnostic data, ELA continues to be an area in need of growth and focus. According to the data, our 3rd grade cohort scored 59% proficient, above the district and the state. Our 4th grade cohort scored 44% proficient, below the district and the state. Our 5th grade cohort scored 61% proficient, above the district and the state. 51% of our 3-5 grade students showed learning gains, but only 45% of our bottom quartile showed learning gains. Schoolwide, the need to continue with an ELA focus in grades 3-5 is evident. Based on our data review, increasing student proficiency levels and learning gains in ELA for grades K-2 has been identified as a critical area of focus for Lecanto Primary School. According to the data, we are still performing at a lower proficiency average than the state. When comparing our K-2 students' data from the Fall 21-22 iReady Diagnostic to the Spring 21-22 iReady Diagnostic, we showed an increase in students on or above grade level. Kindergarten- Fall 21% on or above grade level/ Spring 89% on or above grade level 1st grade- Fall 11% on or above grade level/ Spring 52% on or above grade level 2nd grade- Fall 28% on or above grade level/ Spring 63% on or above grade level Despite the growth, we would like to see our proficiency levels and learning gains increase through implementation of the evidence based strategies below.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student ELA proficiency will increase by 10% as measured by the FAST progress monitoring tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST Progress Monitoring Tool Lexia iReady Teacher lesson plans Walkthrough data
Person responsible for monitoring outcome:	[no one identified]
Evidence-based	Daily instruction will be delivered in a structured ELA block, in alignment with the district Literacy Framework, which includes designated times for whole group instruction using

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	rigorous, evidence-based BEST Standards aligned, Wonders curriculum and differentiated small group instruction. There will be an increased focus on comprehension, specifically the Key Ideas and Details cluster of standards. Reading interventions utilizing evidence-based Lexia and iReady resources to address student deficit areas will be implemented for students showing a need based on iReady, Lexia, FLKRS, and FAST progress monitoring data. Additionally, students will complete a minimum of 40 minutes of iReady Reading sessions weekly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured ELA block and rigorous, evidence based instructional materials will help to increase 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.

Shifting the Balance Book Study

Person Responsible	Vicki Lofton (loftonv@citrusschools.org)

Analyze data monthly during collaboration with grade level teams, and quarterly with Instructional Coach.
iReady
Lexia
FAST progress monitoring
Classroom grades
Walkthrough data

Person Responsible	Vicki Lofton (loftonv@citrusschools.org)

Implement iReady Extended Support

Person Responsible	Vicki Lofton (loftonv@citrusschools.org)

Prioritize and balance new curriculum to increase student achievement
Collaboration with and across grade levels (observe other schools)
Collaboration between grade levels to determine mastery of phonics skills needed at each grade level
Continue to implement Wonders curriculum K-5 and provide PD sessions for support
Continue to utilize Lexia for students needing Tier 2 and Tier 3 interventions
Continue to utilize iReady
Utilize district Literacy Framework
Implementation of a consistent evidence- based phonics curriculum

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

TEACH Tuesdays professional development strategies targeting phonics, phonemic awareness, and oral language for grades K-2.

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our data review, increasing student proficiency levels and learning gains in math has been identified as a critical area of focus for Lecanto Primary School. While our proficiency levels in grades K-3 and 5 increased and were above the district and state average, our learning gains decreased slightly. This year, we will be implementing the new BEST Math Standards and Savvas Envision Curriculum in grades K-5.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student Math proficiency will increase by 10% as measured by the FAST progress monitoring tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST Progress Monitoring Tool iReady Teacher lesson plans Walkthrough data
Person responsible for monitoring outcome:	Vicki Lofton (loftonv@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Daily instruction will be delivered in a structured math block which includes designated times for whole group instruction using rigorous, evidence-based Savvas curriculum (minimum 30 minutes daily) to teach the new BEST math standards, and differentiated small group instruction and math interventions to address student deficit areas. Additionally, students will complete a minimum of 40 minutes of math iReady sessions weekly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured math block and rigorous, evidence based instructional materials will help to increase 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.

Implement new BEST Math standards
TEACH Tuesdays professional development strategies targeting new math standards, mathematical thinking and reasoning standards and curriculum, student engagement, differentiated instruction, and other topics as indicated by staff needs and requests

Prioritize and balance new curriculum to increase student achievement
Implement iReady Extended Support

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

Implement new Savvas evidence-based math curriculum
Collaboration with and across grade levels (observe other schools)
Continue to utilize iReady

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

Analyze data regularly (quarterly? Or monthly?)
iReady
FAST progress monitoring
Classroom grades
Walkthrough data

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The Students with Disabilities subgroup fall below the federal index, but have shown improvement when compared to data from 2019. Students with disabilities scored 14% proficient in 2019 and 27% proficient in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Lecanto Primary School will increase SWD student proficiency by 10% , as measured by the FAST progress monitoring tool.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FAST Progress Monitoring Tool Lexia iReady Teacher lesson plans Walkthrough data
Person responsible for monitoring outcome:	Debi Collins (collinsd@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Implement ELA and Math BEST standards, Wonders Reading Curriculum, Savaas Math curriculum, Lexia Core 5 Intervention program, small group instruction, iReady, and Sonday system.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based upon our School Improvement Planning meeting and Literacy committee, we have identified the above strategies to assist us in our implementation plan for improvement.

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.	
Shifting the Balance Book Study	
Person Responsible	Vicki Lofton (loftonv@citrusschools.org)
TEACH Tuesdays professional development strategies targeting phonics, phonemic awareness, and oral language for grades K-2.	
Person Responsible	Vicki Lofton (loftonv@citrusschools.org)
Prioritize and balance new curriculum to increase student achievement Collaboration with and across grade levels (observe other schools) Collaboration between grade levels to determine mastery of phonics skills needed at each grade level Continue to implement Wonders curriculum K-5 and provide PD sessions for support Continue to utilize Lexia for students needing Tier 2 and Tier 3 interventions Continue to utilize iReady Utilize district Literacy Framework Implementation of a consistent evidence- based phonics curriculum	
Person Responsible	Vicki Lofton (loftonv@citrusschools.org)
Implement iReady Extended Support	
Person Responsible	Vicki Lofton (loftonv@citrusschools.org)

Analyze data regularly
iReady
Lexia
FAST progress monitoring
Classroom grades
Walkthrough data

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

#5. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Multiracial subgroup falls below the federal index, but have shown improvement when compared to data from 2019. Multiracial students scored 29% in 2019 and 32% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Lecanto Primary School will increase multiracial student proficiency by 10% , as measured by the FAST progress monitoring tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST Progress Monitoring Tool Lexia iReady Teacher lesson plans Walkthrough data
Person responsible for monitoring outcome:	Vicki Lofton (loftonv@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Daily instruction will be delivered in a structured ELA block, in alignment with the district Literacy Framework, which includes designated times for whole group instruction using rigorous, evidence-based BEST Standards aligned, Wonders curriculum and differentiated small group instruction. Reading interventions utilizing evidence-based Lexia and iReady resources to address student deficit areas will be implemented for students showing a need based on iReady, Lexia, FLKRS, and FAST progress monitoring data. Additionally, students will complete a minimum of 40 minutes of iReady Reading sessions weekly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured ELA block and rigorous, evidence based instructional materials will help to increase 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.

Shifting the Balance Book Study

Person Responsible	Vicki Lofton (loftonv@citrusschools.org)

TEACH Tuesdays professional development strategies targeting phonics, phonemic awareness, and oral language for grades K-2.

Person Responsible	Vicki Lofton (loftonv@citrusschools.org)

Prioritize and balance new curriculum to increase student achievement
Collaboration with and across grade levels (observe other schools)
Collaboration between grade levels to determine mastery of phonics skills needed at each grade level
Continue to implement Wonders curriculum K-5 and provide PD sessions for support

Continue to utilize Lexia for students needing Tier 2 and Tier 3 interventions
Continue to utilize iReady
Utilize district Literacy Framework
Implementation of a consistent evidence- based phonics curriculum

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

Implement iReady Extended Support

Person Responsible   Vicki Lofton (loftonv@citrusschools.org)

Analyze data regularly
iReady
Lexia
FAST progress monitoring
Classroom grades
Walkthrough data

Person Responsible   [no one identified]

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 our data review, increasing student proficiency levels and learning gains in ELA for grades K-2 has been identified as a critical area of focus for Lecanto Primary School. According to the data, we are still performing at a lower proficiency average than the state. When comparing our K-2 students' data from the Fall 21-22 iReady Diagnostic to the Spring 21-22 iReady Diagnostic, we showed an increase in students on or above grade level.
Kindergarten- Fall 21% on or above grade level/ Spring 89% on or above grade level
1st grade- Fall 11% on or above grade level/ Spring 52% on or above grade level
2nd grade- Fall 28% on or above grade level/ Spring 63% on or above grade level

Despite the growth, we would like to see our proficiency levels and learning gains increase through implementation of the evidence based strategies below.

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

Based on our data review, increasing student proficiency levels and learning gains in ELA has been identified as a critical area of focus for Lecanto Primary School. While our students have shown growth this year according to diagnostic data, ELA continues to be an area in need of growth and focus. According to the data, our 3rd grade cohort scored 59% proficient, above the district and the state. Our 4th grade cohort scored 44% proficient, below the district and the state. Our 5th grade cohort scored 61% proficient, above the district and the state. 51% of our 3-5 grade students showed learning gains, but only 45% of our bottom quartile showed learning gains. Schoolwide, the need to continue with an ELA focus in grades 3-5 is evident.

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)

K-2 student ELA proficiency will increase by 10% as measured by the FAST progress monitoring tool.

Grades 3-5: Measureable Outcome(s)

Student ELA proficiency will increase by 10% as measured by the FAST progress monitoring tool.

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 Tool
Lexia
iReady
Teacher lesson plans
Walkthrough data

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

Lofton, Vicki, loftonv@citrusschools.org

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?

Daily instruction will be delivered in a structured ELA block, in alignment with the district Literacy Framework, which includes designated times for whole group instruction using rigorous, evidence-based BEST Standards aligned, Wonders curriculum and differentiated small group instruction. There will be an increased focus on foundational reading skills in grades K-2 to help prevent gaps in learning.

There will be an increased focus on comprehension, specifically the Key Ideas and Details cluster of standards.

Reading interventions utilizing evidence-based Lexia and iReady resources to address student deficit areas will be implemented for students showing a need based on iReady, Lexia, FLKRS, and FAST progress monitoring data. Additionally, students will complete a minimum of 40 minutes of iReady Reading sessions weekly.

McGraw-Hill-Wonders: Promising Evidence (Source-Evidence for ESSA)
Curriculum Associates-iReady: Promising Evidence (Source-Evidence for ESSA)
Lexia Core5: Promising Evidence (Source-WWC)

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?

This strategy was selected because the instructional materials and structures have proven effective in many districts throughout the state including demographically comparable districts. The use of a structured ELA block and rigorous, evidence based instructional materials will help to increase student performance.

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
Prioritize and balance new curriculum to increase student achievement Collaboration with and across grade levels (observe other schools) Collaboration between grade levels to determine mastery of phonics skills needed at each grade level Continue to implement Wonders curriculum K-5 and provide PD sessions for support Continue to utilize Lexia for students needing Tier 2 and Tier 3 interventions Continue to utilize iReady Utilize district Literacy Framework Implementation of a consistent evidence- based phonics curriculum	Lofton, Vicki, loftonv@citrusschools.org
Analyze data monthly during collaboration sessions and quarterly with the Instructional Coach iReady Lexia FAST progress monitoring Classroom grades Walkthrough data	Lofton, Vicki, loftonv@citrusschools.org
Implement iReady Extended Support iReady will send a representative to LPS for instructional support approximately three times a month.	Lofton, Vicki, loftonv@citrusschools.org

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.

We are a PBIS school which helps us establish a positive school culture and behavior. We utilize district developed character development lessons to support building positive social and emotional skills, and build character. We review parent, staff, and student survey data to gain perspective from all stakeholders. We work together with our School Advisory Counsel in creating and facilitating school improvement goals.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school. CCSB Board Members- participate in quarterly SAC Meetings and visit Lecanto Primary throughout the year offering support and guidance.

CCSB District Staff- participate in quarterly SAC Meetings and visit Lecanto Primary regularly throughout the year offering support and guidance.

Lecanto Primary Administration- sets the foundation for a positive school culture. Listens to stakeholders, makes decisions with the schools best interest at heart, and communicates regularly to promote a positive school culture and environment.

Lecanto Primary Teachers/Support Staff- carries out school plans and procedures. Welcomes students daily into the school and classrooms to help students start the day on a positive notes. Provides interventions and support to students that are struggling. Go above and beyond to provide an emotionally and physically positive and safe learning environment.

Lecanto Primary Students- practice the positive behavior plan pledge and core values of respect, responsibility, and safety.

Lecanto Primary Families- provide support to Homosassa Elementary school by communicating with staff regularly about concerns or positive comments. Ensure students are coming to school on time and ready for the day.

Community Members- participate in quarterly SAC Meetings and visit Homosassa Elementary throughout the year offering support and guidance. Many community members provide school supplies, rewards, incentives, and other various donations to ensure our school has the things it needs to be successful.