Leesburg Elementary School

2022-23 Schoolwide Improvement Plan

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Leesburg Elementary School

2229 SOUTH ST, Leesburg, FL 34748

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

Demographics

Principal: Susan Jordan   Start Date for this Principal: 6/3/2019

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 (44%) 2018-19: D (40%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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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.

Ensuring Achievement, Learning, and Leadership for ALL.

Provide the school's vision statement.

To create an elementary school community that develops students who achieve greatness both academically and socially to become productive leaders in society.

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
Jordan, Susan	Principal	Team Leader Meetings Parent and Family Engagement Academic Support Team Meetings Guiding Coalition Media Contact /News Releases Leave Requests Approval PTO/SAC Fundraisers Master Schedule Professional Development Faculty Meetings TEAM Evaluations School Budgets Grade Change Verification School Data Testing School Messenger Absences and Coverages
Thomas, Wesley	Assistant Principal	Title I PFEP Compact Writing Teams EWS MTSS Intervention Team TEAM Evaluations Teacher Induction Support Kiwanis Club Before and After-School Clubs Professional Development Historian Teacher Mentors Technology Twitter Master Calendar SIP Attendance TEAM Evaluations Schedules (lunch, active supervision)
Phillips, Mary Grace	Assistant Principal	School Plus Leader In Me – Action Teams UniSIG Budget & Plan Collaborative Planning Genius Bar SAC/PTO Business Partners TEAM Evaluations Professional Development

Name	Position Title	Job Duties and Responsibilities
		Bus Discipline Evening Events SIP TEAM Evaluations Website and Facebook ESE School Personnel Awards
Sidoruk, Jason	Assistant Principal	School Safety SESIR Contact ESOL SAI Budget Health Coordinator Field Trips Professional Development SIP TEAM Evaluations Historian Textbooks WAAG & STAAG
Carter, Shannon	Other	Mental Health Plan Mental Wellness PD Youth Mental Health First Aid Crisis Intervention Crisis Prevention Individual/Group Counseling Threat Assessment Lead EWS/SEL Team Facebook Contact Web-site Contact
Cedat, Patricia	School Counselor	MTSS 504 Retention Meetings Teacher Talks DCF Contact Attendance Data /Meetings Articulation Honor Roll Awards Ceremony Individual/Group Counseling Homeless Liaison Bully-Proofing Your School K-2 ESOL EWS/SEL Team

Name	Position Title	Job Duties and Responsibilities
Christ, Deborah	Other	MTSS III Retention Meetings Teacher Talks ESE Professional Development Articulation ESE Contact & Records (IEPs) IDEA Funds Placements (Laws & Compliance) Attendance Meetings (ESE) Disability Awareness EWS/SEL Team
Days, Anika	Curriculum Resource Teacher	
Mauriell, Christy	Reading Coach	Collaborative Planning PLC Wacky Wednesday Meetings Model Lessons Coaching Cycle Literacy Week Superintendent's Reading Challenge Curriculum Nights • Literacy i-Ready Contact i-Ready Data (3-5 ELA)
Scovack, Kristin	Other	MTSS Resource Teachers MTSS Teacher Assistants MTSS Progress Monitoring Retention Meetings MTSS Professional Development Lower Quartile Monitoring New Teacher Coaching SIPPS & LLI Intervention Lead EWS/SEL Team Data Chats
Anderson, Julie	Science Coach	Collaborative Planning PLC Wacky Wednesday Meetings Model Lessons Coaching Cycle Curriculum Nights • Math/Science i-Ready Data (K-2 Math) Acaletics Coordinator Science Collaborative Planning STEAM Coordinator Science Fair Coordinator

Name	Position Title	Job Duties and Responsibilities
Oliver, Katelyn	Math Coach	Collaborative Planning PLC Wacky Wednesday Meetings Coaching Cycle Model Lessons Curriculum Nights • Math/Science i-Ready Data (3-5 Math)
Bottass, Brandy	Other	MTSS Behavior Int. (LQ) Assist MTSS (K-2) Behavior Push-in Monitor (back-up) LQ Monitoring K-5 Home Visits of LQ EWS/SEL Team Assist Testing Coordinator K/1 Academic T.A.s MTSS Learning Walks

Demographic Information

Principal start date

Monday 6/3/2019, Susan Jordan

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.*

0

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.*

13

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

791

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

4

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

15

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	133	122	128	154	92	143	0	0	0	0	0	0	0	772
Attendance below 90 percent	64	57	60	74	41	58	0	0	0	0	0	0	0	354
One or more suspensions	3	9	2	6	3	11	0	0	0	0	0	0	0	34
Course failure in ELA	8	18	27	8	4	0	0	0	0	0	0	0	0	65
Course failure in Math	6	4	13	3	2	5	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	71	25	67	0	0	0	0	0	0	0	163
Level 1 on 2022 statewide FSA Math assessment	0	0	0	60	15	90	0	0	0	0	0	0	0	165
Number of students with a substantial reading deficiency	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	26	54	62	96	63	107	0	0	0	0	0	0	0	408

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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	2	0	2	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 7/28/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	102	115	126	106	141	0	0	0	0	0	0	0	590
Attendance below 90 percent	0	34	42	42	34	40	0	0	0	0	0	0	0	192
One or more suspensions	0	4	7	8	9	16	0	0	0	0	0	0	0	44
Course failure in ELA	0	4	4	10	4	3	0	0	0	0	0	0	0	25
Course failure in Math	0	3	2	11	5	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	21	59	62	48	46	0	0	0	0	0	0	0	236
	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	0	22	26	45	69	91	0	0	0	0	0	0	0	253

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	0	102	115	126	106	141	0	0	0	0	0	0	0	590
Attendance below 90 percent	0	34	42	42	34	40	0	0	0	0	0	0	0	192
One or more suspensions	0	4	7	8	9	16	0	0	0	0	0	0	0	44
Course failure in ELA	0	4	4	10	4	3	0	0	0	0	0	0	0	25
Course failure in Math	0	3	2	11	5	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	21	59	62	48	46	0	0	0	0	0	0	0	236
	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	0	22	26	45	69	91	0	0	0	0	0	0	0	253

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	31%	50%	56%				44%	58%	57%
ELA Learning Gains	53%						51%	57%	58%
ELA Lowest 25th Percentile	51%						45%	49%	53%
Math Achievement	41%	46%	50%				37%	60%	63%
Math Learning Gains	53%						36%	56%	62%
Math Lowest 25th Percentile	56%						30%	39%	51%
Science Achievement	24%	52%	59%				40%	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	44%	60%	-16%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison		-44%				
05	2022					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-39%				

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	46%	62%	-16%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	28%	61%	-33%	64%	-36%
Cohort Comparison		-46%				
05	2022					
	2019	35%	57%	-22%	60%	-25%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	56%	-13%	53%	-10%

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	23	47	43	19	45	55	26				
ELL	23	59		39	52		17				
BLK	24	61	59	25	44	60	19				
HSP	25	49	50	43	53	42	15				
MUL	40	47		40	50		20				
WHT	46	51		60	68		44				
FRL	30	55	53	39	52	57	22				
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	13	17	21	14	19	23	9				
ELL	26			39							
BLK	19	24	36	14	15	11	9				
HSP	29	35		35	20		29				
MUL	29	30		35	30		33				
WHT	51	57		51	54		60				
FRL	30	34	33	29	26	20	25				
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	12	27	25	12	23	16	21				
ELL	24	48		35	38		50				
BLK	31	36	38	22	27	17	19				
HSP	37	59	45	35	30	58	43				
MUL	65	82		43	54						
WHT	58	56	62	54	46	29	58				
FRL	44	52	44	37	36	31	39				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46

ESSA Federal Index	
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	62
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	43
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	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	54
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	45
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?

Growth was evident in grades 3-5 in both ELA and Math. 4th grade increased in proficiency and growth in both ELA and Math. Although there was growth in our SWD subgroup, proficiency was still below the federal index. Another trend was 53% of our students made learning gains in both ELA and Math. In addition, 51% of our LQ students made gains in ELA while 56% of LQ made gains in Math.

Science proficiency fell to 24% and we have continued to fall short of meeting our proficiency goals.

Subgroups - There was growth in all subgroups, however our SWD group is now in the 3rd year of scoring below the federal index with 37%. Our Multi-racial subgroup is below the federal index for the first time with a score of 39%. Our ELL subgroup is below the index for the 2nd year with 38%.

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

5th Grade Science (24%) and 3rd Grade ELA (27%) proficiency are our two major focus areas. We are now in the Intensive Support Tier in RAISE.

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

5th Grade Science - Factors were lack of consistency in collaborative planning, teacher follow-through on school initiatives such as using resources and content materials with fidelity.

New Actions - Science writing teams along with a new science coach will provide structure and consistency. Also, we have added STEM to our enrichment wheel.

3rd Grade ELA - Factors were losing 2 classroom teachers during the school year, which caused student schedules to be shuffled and students experienced inconsistent instruction. Also, teachers were required to teach 2 sets of ELA standards and implement a new ELA curriculum.

New Actions - This year we have consistent implementation of the new BEST ELA Standards. We also have the state regional literacy director assigned to our campus to provide professional development support in reading for our teachers. We made adjustments to the master schedule to allow for an hour of reading intervention.

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

4th Grade ELA (49% proficient and 60% learning gains) and Math (68% proficient and 84% learning gains)

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

Teacher efficacy was evident among the entire team of teachers. The team also utilized additional collaborative planning during weekends and evenings. Teachers modeled their instruction for each other which helped improve instruction. Additionally, teachers upheld high expectations and focused on building strong relationships with their peers and students.

New Actions - A new action last year was having consistency in monitoring essential standards and remediating or enriching fluidly throughout the year as indicated by frequent progress monitoring.

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

To increase teacher capacity, two teachers from the 4th grade team were moved to two other grade levels. One moved up to 5th grade with her students. These teachers will help model and support their grade levels in using best practices to focus on increasing collaboration in their teams. In turn, students will benefit from improved instruction (strong instruction, grade-appropriate assignments, deep engagement, and high expectations).

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.

This year our school is focusing on the 3 Big Ideas from PLC: A Focus on Learning, Collaborative Culture, and Results-oriented. Our PD's include: 7 Habits of Highly Effective People (Leader In Me), The ELA Block from Start to Finish facilitated by our regional program specialist, ELA BEST Standards - Deconstructing the Essential Standards facilitated by our literacy coaches, Math BEST Standards - Deconstructing the Essential Standards facilitated by our math coaches, Restorative Practices and EWS Data facilitated specifically for our school by district program specialists, Grade Level Data Dives, 3rd

Grade FUNdations, and Enhancing Instruction with Technology, and an ESE Inclusion Book Study facilitated by our ESE school specialist and district program specialist.

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

PD will be provided in reading for our K-3 teachers through the support provided by our State RAISE T3 Intensive Support Representative.

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.	Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction in all content areas to improve student achievement. Understanding, planning, delivering and differentiating standards is a focus because data shows that a majority of students are not meeting proficiency levels in all content areas. Historically, the majority of our students have not met proficiency levels for the past 12 years. Since 2010, we have received a school grade of "C" or below. (6 yrs - "C", 3 yrs - "D", and 3 yrs - "F") Striving for proficiency in all content areas is a constant focus. Aligning lessons to standards, setting a clear purpose, differentiating to meet the needs of students, incorporating reading, writing, thinking, and talking in every lesson, every day, focusing on essential standards, and holding high expectations will increase academic growth and achievement within all student groups.
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 K-2 i-Ready Reading data from 48% to 67% and i-Ready Math from 47% to 67%. Additionally, we'd like to see an increase in scores from 2022 for students in grades 3-5 students meeting proficiency in ELA FSA from 31% to 51% and Math FSA from 41% to 51% as well as 5th grade students meeting proficiency on Science FCAT 2.0 to increase from 24% to 47%. Furthermore, our ESSA subgroups that were below the state average for three consecutive years will increase their proficiency from 27% to 41% for SWD. For the first time, our multi-racial group fell below the index at 39%. We will strive to reach 41% for this subgroup. Our ELL subgroup's proficiency was 38% which is now two years below the federal index. We are striving to make an increase of proficiency to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor this focus area, instructional coaches will facilitate weekly data analysis and help teachers with developing lessons to differentiate instruction on essential standards to lead students to mastery. Principal and Assistant Principals will conduct learning walks to look for transfer of common planning, standards-aligned instruction and student assignments. The leadership team will review progress monitoring data from i-Ready, LSAs, Mini-Benchmarks, FAST, and Acaletics monthly.
Person responsible for monitoring outcome:	Susan Jordan (jordans1@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	We will utilize weekly time for collaborative planning in ELA, Math, and Science to increase student achievement. Collaborative planning will occur two times a week, plus a full day of collaborative planning every seven weeks with grade level teachers, content area coach, counselors, MTSS coordinator, ESOL Resource, CRT, and principal/assistant principal. We will also provide an additional four hours of planning monthly to improve instruction and increase student achievement.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	If we implement, monitor, and support common planning, then teachers will use a uniformed approach to the delivery of common lesson plans and academic strategies, increasing student achievement. This will also provide time for teachers to plan for differentiated standards-based instruction with a variety of texts that provide mirrors and windows for all students. Implementing frequent data chats with teachers about student progress will help us support teachers being able to identify gaps within student performance levels in order to understand how to plan for differentiated instruction. Furthermore, if we increase/support teacher data analysis meetings including mini assessments, LSA's, FAST, and i-Ready results, the data will be used to drive standards-based instructional decisions, forming/teaching small groups, and creating prescribed independent practice, resulting in increased student achievement and filling in learning gaps. Through the effective use of learning walk data, we can identify/create model classrooms to increase instructional practices campuswide.

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.

Develop an agenda for weekly collaborative planning and a full day every seven weeks that allows for standards analysis, text discussion, high yield instructional strategies, and creating lessons which focus on the 4 Critical Questions of a PLC. Conduct weekly learning walks and provide specific feedback to ensure transfer from collaborative planning to classroom instruction.

Person Responsible	Christy Mauriell (mauriellc@lake.k12.fl.us)

Purchase of food items and material will support the monthly parent engagement events including Hispanic Heritage Night, Literacy Night, STEAM Night, Black History Month Jubilee, and Women's History Month Tea. For each parent engagement event, students create individual and/or class projects to display, therefore materials such as poster board, and paper are necessary for purchase. In addition, the engagement events are meant to increase parents' involvement with their child's education progress.

Person Responsible	Wesley Thomas (thomasw@lake.k12.fl.us)

Continue implementation of the Acaletics program in K-5 to enhance Math instruction in order to increase student proficiency on essential standards.

Person Responsible	Julie Anderson (andersonj5@lake.k12.fl.us)

Through teacher-led instruction, students will apply newly developed math skills, read, analyze and engage actively with source texts, learning to research for evidence and acquiring lifelong writing strategies.

Person Responsible	Susan Jordan (jordans1@lake.k12.fl.us)

Purchase Beanstack Reading Program for K-5 to help motivate and track student's authentic reading and their desire to read more.

Person Responsible	Susan Jordan (jordans1@lake.k12.fl.us)

Purchase 4 content area coaches - Coaches will lead weekly collaborative planning sessions to support teachers with the development and delivery of standards based lessons in reading and math. They will also provide instructional strategies and support to teachers through the implementation of coaching cycles, side-by-side teaching, and will serve as a model classroom for others to observe.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Purchase and hire Grade Level Teacher Assistants to support academic achievement in ELA, Math, and SIPPS, plus LLI Teacher Assistants to support literacy instruction by working directly with students in small group settings to address standards in need of improvement.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Materials and Supplies - pencils, paper, notebooks, markers, binders, journals, to support students unable to purchase these supplies for themselves. Additionally, the purchase of supplies will provide students with the necessary tools to practice and apply skills in ELA, Math, Social Studies, and Science. Students will use the supplies to practice reading, writing, thinking, and talking. Supplies will foster student engagement to ultimately impact student achievement.

Person Responsible   Wesley Thomas (thomasw@lake.k12.fl.us)

Chromebooks and Accessories - will help to enhance and supplement instruction with ELA and Math courses during whole group and intervention. Students will use the Chromebooks for programs such as i-Ready, Google Classroom, and Redbird to practice reading and math skills in order to increase student engagement which will ultimately help to improve academic achievement.

Person Responsible   Wesley Thomas (thomasw@lake.k12.fl.us)

Provide teachers with an additional hour of collaborative planning time ($25/hr) each week to analyze data for student needs and plan standards-based instruction.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

An additional ELL Teacher Assistant will be purchased to complete a team consisting of an ELL Resource Teacher and 3 Teacher Assistants. Their focus will be to assist teachers in differentiating their instruction and provide resources specifically targeted to our ELL population. The team will push-in to all grade levels to provide support for ELL students. Additionally, they will help build relationships with our ELL families.

Person Responsible   Jason Sidoruk (sidorukj1@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Leesburg Elementary School's faculty and staff will create a school-wide culture where relationships are cultivated, leadership skills are taught, established, and nurtured, and students and families feel welcomed and engaged in learning. Faculty and staff will utilize all Early Warning Sign data to increase engaged behaviors in order to maintain a safe and positive school culture for all students. This Area of Focus was identified as a critical area of need because Early Warning Sign data showed there is inconsistent school attendance with students. In addition, the classroom strategies utilized to manage behaviors were ineffective because Early Warning Sign data showed the percentage of students of color receiving suspensions accounted for more than the overall school's percentage of suspensions. Addressing this Area of Focus will help improve student attendance and behavior, therefore resulting in students receiving more instructional time and opportunities to increase their academic achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on creating a positive culture and climate, we expect to see the percentage of students missing 10% or more of the school year to decrease from 46% to 26%. We also expect to see an increase in the percentage of students without two or more discipline referrals from 75% to 90%. We expect to see a decrease in In-School and Out of School suspension of black students from 25% to 15%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor this focus area, the EWS Team will review attendance and discipline data monthly to identify students in critical need. Also, interventions will be implemented that will promote attendance and decrease discipline referrals.
Person responsible for monitoring outcome:	Wesley Thomas (thomasw@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Weekly Leader in Me lessons related to a specific habit, restorative practices along with morning meetings will be used to increase desired student behaviors and reduce the amount of students with 2 or more discipline referrals. In addition, providing monthly and quarterly incentives to students will increase the desire to attend school. Student behavior and attendance will be monitored weekly utilizing EWS reports and analyzed by the Principal, Assistant Principals, MTSS Coach, PASS Teacher, Mental Health Liaison, Counselors, Family School Liaison (FSL), Potential Specialist, and Social Worker.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By incorporating a consistent behavior management system and building students' character traits using The 7 Habits of Highly Effective Kids (Leader in Me) and Restorative Practices, then teachers and students will be empowered by the ability to communicate, cooperate, connect, and resolve conflict, resulting in higher student engagement in learning. Training new teachers to our school on the 7 Habits of Highly Effective Kids will help increase positive behaviors on campus and reduce classroom disruptions and suspensions for our students, especially those in the lowest quartile that hit multiple early warning signs. It will also equip our teachers with the tools to teach leadership to students, build relationships, and engage them in learning to increase overall academic achievement. Restorative Practices will be implemented within the PASS Teacher's daily schedule, and the strategies will be utilized by the faculty and staff within the classroom as needed. Sanford Harmony will be used by the Mental Health Liaison to help students with social/ emotional needs. Training will be held for new faculty and staff members, as well as a refresher during monthly Genius Bars to ensure implementation is evident school wide. This will decrease the number of disciplinary issues during instruction and increase student attendance, resulting in higher academic student achievement. By implementing a consistent attendance management and incentive plan, faculty, staff, and students will understand the importance of attending school regularly. If we increase parental involvement events, then families will have a better understanding of the importance of school attendance and will ensure their children are present daily.

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.

Develop, implement and monitor the Leader in Me Drop Everything and Lead Time curriculum to increase the students' ownership of The 7 Habits. Monitor Morning Meeting time and implement side by side coaching for Restorative Circles by the PASS Teacher when needed.

Person Responsible Mary Grace Phillips (phillipsm@lake.k12.fl.us)

Family School Liaison (FSL) - will work directly with students and their families by providing academic resources to be used at home to increase student academic achievement. FSL will also provide students and families with personal resources, including food and clothing, as well as make home visits to provide support with attendance, social, and behavior concerns.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

Leader in Me - purchase includes membership, consultant, materials, and professional development. The program will directly impact approximately 800 students and over 100 staff. It teaches 21st Century leadership and life skills to students while creating a culture of student empowerment to become a leader. Leader in Me will also provide teachers with training on equity, unconscious bias, and on identifying how to empower students to be in charge of their learning.

Person Responsible Mary Grace Phillips (phillipsm@lake.k12.fl.us)

Leader in Me - purchase includes membership, consultant, materials, and professional development. The program will directly impact approximately 800 students and over 100 staff. It teaches 21st Century leadership and life skills to students while creating a culture of student empowerment to become a leader. Leader in Me will also provide teachers with training on equity, unconscious bias, and on identifying how to empower students to be in charge of their learning.

Person Responsible Susan Jordan (jordans1@lake.k12.fl.us)

Develop, implement and monitor a monthly student and staff attendance incentive program to motivate school attendance. FSL, Potential Specialist, and Social Worker will conduct home visits to encourage attendance.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

Plan and implement family engagement events including, but not limited to STEM (Orlando Science Center), Literacy Nights, Women's Tea, Hispanic Heritage, and Soul Food Jubilee to increase parents' involvement and awareness of the importance of their child's education.

Person Responsible Mary Grace Phillips (phillipsm@lake.k12.fl.us)

The EWS Team will conduct weekly meetings to review and address Early Warning Sign data consisting of school administrators, the support team, and social worker. Students in need of Tier 2 and Tier 3 support for behavior and attendance will be identified. Appropriate interventions will be determined and put in place to provide support.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

EWS data will be reviewed with faculty and staff during monthly meetings in whole group and/or grade levels to identify and support students identified as at risk for early warning signs.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

A Push-in Support Google Form will be implemented. It will be filled out when a student is needing behavior support in the classroom and a support team member will be notified. The support team member will push into the classroom to support the student. This action step is intended to minimize the time students spend out of class for discipline issues and to use a restorative approach to resolve negative behaviors.

Person Responsible Wesley Thomas (thomasw@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.	Within a Multi-Tiered System of Support, the teachers and instructional support team will plan, deliver, and monitor data-driven instruction and intervention in individual and small group settings for all under-performing students and subgroups. According to an analysis of state and district assessment data, the students within the lowest quartile showed growth, however they are not meeting proficiency in ELA and MATH because of inconsistent small group instruction due to a substitute shortage and intervention teachers covering for absent classroom teachers. ESSA data shows that 2 subgroups (SWD, Muti-Racial, Hispanic, Homeless, and ELL students) scored lower than 41% on the Federal Index for Math and ELA. This indicates a need for increased intervention with these subgroups. Small group instruction will be used to address ELA deficiencies. Small group instruction using i-Ready lessons will be used to support math instruction and address their Math deficiencies. A focus on improving our fidelity of instruction and intervention will impact student learning and success by giving all students the support they need to increase their academic achievement in ELA and Math essential standards. All intervention strategies are being provided to students with fidelity and are reviewed every 6 weeks with the MTSS Team and teacher. The students will be monitored and tracked by subgroups (LQ, ESSA subgroups, Race, Gender, etc.) using progress monitoring data that is provided through the intervention programs. Student data points will be analyzed to determine if progress is made.
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 interventions, we expect to see student achievement in ELA and Math increase in every subgroup as evidenced by iReady Math and iReady Reading scores, classroom grades, state and district assessments. We expect 55% of students in the lowest quartile in grades K-2 to meet proficiency on iReady Reading and Math. We expect the percentage of lowest quartile students in grades 3-5 meeting proficiency on ELA FSA to increase from 51% to 61% (on the new FAST test) and Math FSA from 56% to 66% (on the new FAST test).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor progress we will analyze BOY, MOY, and EOY iReady data and FAST/STAR, common formative, and summative assessments every 6 weeks. We will also conduct weekly learning walks during interventions, looking for strong and targeted small group differentiated instruction and ensuring best practices are utilized with fidelity and offering specific feedback for teachers with improvement.
Person responsible for monitoring outcome:	Susan Jordan (jordans1@lake.k12.fl.us)
Evidence-based Strategy:	Grade Level Intervention teachers will be used to push into classes daily during small group instruction to support students receiving Tier II interventions. MTSS Resource Team will pull out students receiving Tier III interventions for 30 minutes/day.

Describe the evidence-based strategy being implemented for this Area of Focus.	Teacher-led small group instruction will be utilized daily in ELA and Math to increase student proficiency in essential standards. LLI (Leveled Literacy Intervention) will be used with students in Kdg - 5th grades to increase reading fluency and comprehension. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, Sight Words) will be used as a Tier III intervention for 4th and 5th grades to increase reading fluency and comprehension. FUNdations phonics instruction will be used as a Tier II intervention for grades K-3 to increase reading fluency. Ready Books (B.E.S.T. Standards) will be purchased using SAI dollars and utilized in grades K-5 for Math and in grades 3-5 in ELA during Eagle Time (Intervention/ Acceleration).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	If we provide additional support to tiered instruction using Intervention teachers and teacher assistants, fidelity will improve; therefore increasing the achievement of students in the LQ. If we implement scaled lessons, students will receive intensive, small group instruction increaseing achievement levels. By implementing, monitoring, and supporting SIPPS, LLI, FUNdations, and math remediation small groups, there will be an increase in proficiency in ELA/Math with a target of at least 55%. SIPPS is chosen to address reading, comprehension, fluency in 4th and 5th grades. LLI was chosen as a proven research based reading program that has a track record of showing two years of student growth in one year in other schools. There is an intervention teacher at each grade level in 1st - 5th grades who will support teachers and assistants with implementation of remediation/ intervention lessons. These interventionists will report to their assigned administrator with trends and monthly data.

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.

Identify and create a list of students, including ESSA subgroups (SWD, Muti-Racial, Hispanic, Homeless, and ELL students) to provide targeted intervention utilizing Leveled Literacy Intervention. LLI Groups are created by ability level and kept in groups of 4 or less to provide targeted reading remediation, and will be held in the LLI Lab four days a week and monitored by the MTSS Coach.

Person Responsible Kristin Scovack (scovackk@lake.k12.fl.us)

Develop a PD schedule with built in support sessions to provide ELA Teachers and teacher assistants with SIPPS, FUNdations, and/or LLI training to ensure accurate and timely instruction on a consistent basis.

Person Responsible Wesley Thomas (thomasw@lake.k12.fl.us)

Purchase supplies for intervention teachers and teacher assistants to support LLI, FUNdations, and SIPPS in classroom and small group settings. Supplies would include paper, pencils, markers, crayons, notebooks, individual whiteboards, expo markers, storage crates, and sticky notes.

Person Responsible   Wesley Thomas (thomasw@lake.k12.fl.us)

Purchase Ready Books from Curriculum Associates. Math (K-5) and ELA (3-5).

Person Responsible   [no one identified]

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Through ongoing professional learning and shared leadership opportunities, the administrative team will build the capacity of leaders, teachers, and support staff to ensure fidelity and consistent growth for all. 26% of the instructional personnel are new to Leesburg Elementary, which includes 50% of the content area coaches. By focusing on retaining high quality teachers and reducing instructional turnover, we will be able to build sustainable and effective instructional practices. Student achievement will improve with more effective teachers. By providing opportunities to grow teacher leaders and coaches, we will create a school culture of high expectations and student achievement. The school support team is an integral part of moving students towards proficiency and beyond. Through consistent teacher support and providing on-going professional development and feedback, our teachers will become highly effective teachers who focus on creating and delivering grade appropriate assignments with strong instruction, deep engagement, and upholding high expectations to increase teacher efficacy.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on teacher retention and building capacity, we expect to see increases in the following areas of student achievement: Increase the percent of 3-5 students meeting proficiency on ELA from 31 to 51% and Math FSA from 41% to 51%. Increase the percent of 5th grade students meeting proficiency on Science FCAT 2.0 from 24% to 47%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring data will be collected through scheduled learning walks with admin and coaches targeting elements from the District Instructional Framework specific to teacher and student moves. This data will help drive feedback for both individual teachers and grade level teams. Additional data will be collected on Domains II, III, and IV of teachers' TEAM evaluations. Grade level and individual teacher data chats will be held on discipline, grades,progress on the Essential Standards, and student assessment results. Administration and coaches will use information to help drive teacher coaching cycles and their action plans.
Person responsible for monitoring outcome:	Susan Jordan (jordans1@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Instructional coaches and teachers will be building their capacity through collaborative planning sessions both twice a week and for a full day every seven weeks, in sessions facilitated by coaches in creating standards based lessons filled with best practices. Strategies will be modeled in common planning by coaches and teachers using effective instructional practices. By creating, facilitating and monitoring the power points, the teachers will build capacity focused on effective instructional delivery. The administration will work with the district and state to support grade level teams centered around instructional practices.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By creating, implementing and ensuring a system of professional development and job embedded learning experiences, all faculty and staff will grow in their capacities to provide meaningful and effective support and instruction for all students. The result of increased instructional effectiveness and efficacy of faculty and staff will result in improved academic performance across all grade levels for all students.

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.

We will use grade level common anchor lesson and texts, weekly learning walks conducted by administration and coaches (with feedback provided), a minimum of two collaborative planning sessions per week for all teachers, one full day of common planning every seven weeks, the use of common assessments and district mini-assessments, and monthly data chats with administration as multiple means to discuss student achievement and make adjustments based upon any trends per grade level.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

The administration, the leadership team and selected teacher leaders will attend district professional learning opportunities to advance their professional skill set, resulting in sharing that knowledge to build the capacity of all teachers and increase instructional effectiveness.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

We will invite and host district visitors for organized learning walks and instructional reviews in an effort to increase professional feedback related to the improvement of overall school systems and classroom instruction, resulting in higher student achievement.

Person Responsible   Susan Jordan (jordans1@lake.k12.fl.us)

Content Area Coach will provide the coaching cycle with teachers to support teacher growth in becoming an effective teacher. Learning walks, assessment data, and student work samples will be used to monitor the progress of teachers receiving coaching support.

Person Responsible   Susan Jordan (jordans1@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

Percent Proficient according to iReady (all green)
78% KG
34% 1st
32% 2nd
40% 3rd
Lowest domains of proficiency:
KG: High Frequency Words (58%); Phonics (67%)
1st : Phonics (34%); Vocabulary (35%)
2nd: Vocabulary (31%); Phonics (33%)
3rd: Vocabulary (46%); Literary Comprehension (47%)

According to the data, both Phonics and Vocabulary deficiencies are a trend among KG - 3rd Grade data.

Students exhibit multiple areas of need as it relates to literacy development. Our focus will be to strengthen phonics instruction and embed vocabulary in all content areas. Core instruction and intervention will be targeted per student, per standard, and aligned to ensure ELA and literacy acquisition are explicitly planned for, taught, tracked, and intervened.

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

Domains 3rd Grade; 4th Grade; 5th Grade - Percent Proficient
Craft and Structure: 11%; 22%; 9%
Integration of Knowledge/Ideas: 10%, 12%, 8%
Key Idea and Details: 7%, 10%, 6%
Language and Editing: 7%, 23%, 17%

Text-Based Writing: -, 11%, 5%

According to the data, all three grade levels exhibited deficiencies in Key Ideas and Details. 4th and 5th Grades also demonstrate deficiencies in Text-Based Writing.

Our focus will be to strengthen Key Ideas and Details in all three grade levels and Text-Based Writing in 4th and 5th grades. We will ensure our Essential Standards include the ELA BEST Standards that align with Central Idea and Relevant Details. Writing exemplars and students samples will be reviewed in common planning and presented to students to help strengthen our teacher models and students' understanding of the writing expectations. Core instruction and intervention will be targeted per student, per standard, and aligned to ensure ELA and literacy acquisition are explicitly planned for, taught, tracked, and intervened.

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)

KG - Increase On Grade Level from 78% to 88%
1st - Increase On Grade Level from 34% to 44%
2nd - Increase On Grade Level from 32% to 42%
3rd - Increase On Grade Level from 40% to 50%

Grades 3-5: Measureable Outcome(s)

3rd - Increase On Grade Level from 28% to 38%
4th - Increase On Grade Level from 44% to 54%
5th - Increase On Grade Level from 24% to 34%

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.

Progress monitoring will occur via MOY i-Ready data, FAST/STAR, formative assessments, and learning walks. The curriculum is designed around 3 principles of balanced literacy of informational and fine-art texts, knowledge building, and integration of reading, writing, speaking, listening, and language so every strand of the standards are woven in. The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings. Teachers regularly review lesson pass rates and create intervention groupings based on i-Ready Reading Instructional Grouping reports and scale scores in order to differentiate instruction and provide ongoing progress monitoring.

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

Jordan, Susan, jordans1@lake.k12.fl.us

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We are implementing the following evidence-based strategies:
1. i-Ready Tools for Instruction Lessons -ESSA results show promising evidence
2. SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) - IES Practice Guide - Strong Evidence
3. LLI (Leveled Literacy Intervention) - Strong Evidence per ESSA
4. FCRR - Florida Center for Reading Research Rationale for Evidence based Strategy:
If students receive targeted intervention in Phonics, they will become more fluent readers and increase their reading achievement.
5. FUNdations (phonics instruction) - Strong evidence, district-approved curriculum

If students receive targeted instruction in Comprehension/Vocabulary, then they will increase their vocabulary and comprehension skills, resulting in increased reading achievement.

If we utilize core and intervention protocols/resources with fidelity and assess, monitor, and reteach, then students will increase achievement in literacy/reading proficiency.

If we provide a standards-aligned ELA Block, students will receive targeted core instruction in the 6 components of literacy.

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 students receive targeted intervention in Phonics, then they will become more fluent readers and increase their reading achievement.

If students receive targeted instruction in Comprehension and Vocabulary, then they will increase their vocabulary and comprehension skills, resulting in increased reading achievement.

If we utilize core and intervention protocols and resources with fidelity and assess, monitor, and reteach, then students will increase achievement in literacy and reading proficiency.

If we provide a standards aligned ELA Block, students will receive targeted core instruction in the 6 components of literacy (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing).

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
Provide Collaborative Planning bi-weekly for teachers to analyze ELA data, create lessons, a rotation schedule, and group students for Essential Standards remediation/intervention. Literacy Leadership - allows for teachers/coaches to become more skilled at analyzing new ELA standards and sharing with peers. Opportunities to lead by taking on various roles within the ELA CBT. Literacy Coaching - Coaches share best practices with teachers. Coaches conduct learning walks to look for transfer from common planning, look for positive trends and areas that need to be addressed in planning. Assessment - Data dives are conducted which include analyzing CFA, summative assessments, i-Ready, and FAST test results. Findings are used to group students in appropriate groups based upon targeted needs and essential ELA standards. Professional Learning - Collaborative planning is also when we implement professional learning that our school has received. ELA Best Standards, PLC process, FUNdations (phonics), and best practices are incorporated.	Jordan, Susan, jordans1@lake.k12.fl.us
Conduct weekly data review of learning walks trends, intervention tracking, and formative assessments to ensure progress toward meeting identified goals.	Jordan, Susan, jordans1@lake.k12.fl.us
Implement quarterly school-wide data chats to ensure progress toward meeting identified goals, revise plans, and provided additional support as necessary.	Jordan, Susan, jordans1@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.

Leesburg Elementary will increase parent involvement by scheduling academic and informational nights several times throughout the school year. To accommodate for parent's scheduling conflicts, some events will be offered at multiple times per day. Additionally, we will provide planned sessions at school and at home for parents to meet with the Family School Liaison and guidance counselors. Parents will receive ongoing communication regarding school events through student agendas, newsletters, phone messages, conferences, a T.V broadcast, social media and informational meetings. Teachers will provide parents information about student progress during parent/teacher conferences and meetings about the new assessment/reports. Additionally, information is also sent home in Spanish and other home languages when feasible.

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

We hold monthly PTO and SAC meetings which stakeholders are invited to attend. Additionally, all of the LELA Faculty and Staff members participate in Action Teams which plan events and coordinate communication to all our stakeholders throughout the school year. Community businesses partner with us to increase student reading achievement via incentive programs. Our school has over 60 school clubs, in which every student participates and has a chance to demonstrate their leadership. Our clubs will each participate in a service learning project that will benefit the school and/or the community.