

Citrus County Schools

Lecanto Primary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lecanto Primary School

3790 W EDUCATIONAL PATH, Lecanto, FL 34461

<https://lps.citruschools.org/>

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Through building positive relationships with our students, families, and community, LPS strives to provide engaging and innovative instruction within a safe, inclusive learning environment. We celebrate success and growth in every child, inspiring life-long learners.

Provide the school's vision statement.

The vision of Lecanto Primary School is to prepare students to be critical thinkers today, leading to successful citizens tomorrow.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator’s performance. *</p> <p>(44) Manage and supervise the school’s student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(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.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
<p>McNally, Brennan</p>	<p>Assistant Principal</p>	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide assistance and feedback to school personnel. *</p> <p>(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. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(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. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p>

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

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

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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Lecanto Primary School establishes a School Advisory Council that includes all required stakeholders. All SAC members are invited to our Strategic Planning meeting to review parent, staff, and student survey results, student data, and collaborate to develop SIP focus areas and action steps.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed at SAC meetings (4 times during the school year), as well as during staff meetings to determine progress and possible revision.

Demographic Data
 Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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
Absent 10% or more days	0	37	34	32	33	29	0	0	0	165
One or more suspensions	8	16	9	7	12	0	0	0	0	52
Course failure in English Language Arts (ELA)	0	27	12	3	8	1	0	0	0	51
Course failure in Math	0	7	0	7	7	1	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	32	33	0	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	25	38	0	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	8	6	17	37	0	0	0	70

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	17	2	4	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	45	23	29	18	26	0	0	0	158
One or more suspensions	3	8	8	6	2	5	0	0	0	32
Course failure in ELA	0	13	11	7	2	12	0	0	0	45
Course failure in Math	0	8	7	8	5	19	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	8	13	39	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	5	14	43	0	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	25	20	27	0	0	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	19	16	20	12	40	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	19	1	9	6	0	0	0	0	40
Students retained two or more times	0	0	0	3	6	0	0	0	0	9

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	45	23	29	18	26	0	0	0	158
One or more suspensions	3	8	8	6	2	5	0	0	0	32
Course failure in ELA	0	13	11	7	2	12	0	0	0	45
Course failure in Math	0	8	7	8	5	19	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	8	13	39	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	5	14	43	0	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	25	20	27	0	0	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	19	16	20	12	40	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	19	1	9	6	0	0	0	0	40
Students retained two or more times	0	0	0	3	6	0	0	0	0	9

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	51	53	55	53	56	54		
ELA Learning Gains				51			41		
ELA Lowest 25th Percentile				45			33		
Math Achievement*	48	55	59	58	52	50	57		
Math Learning Gains				53			54		
Math Lowest 25th Percentile				42			42		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	34	49	54	49	53	59	44		
Social Studies Achievement*					55	64			
Middle School Acceleration					48	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		60	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	186
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	4
ELL				
AMI				
ASN				
BLK	50			
HSP	52			
MUL	40	Yes	3	
PAC				
WHT	46			
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL				
AMI				
ASN				
BLK	50			
HSP	64			
MUL	32	Yes	2	
PAC				
WHT	49			
FRL	46			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			48			34					
SWD	25			29			18				4	
ELL												
AMI												
ASN												
BLK	50			50							2	
HSP	65			49			36				4	
MUL	47			32							2	
PAC												
WHT	52			49			34				4	
FRL	41			40			31				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	55	51	45	58	53	42	49					
SWD	30	35	32	34	24	19	16					
ELL												
AMI												
ASN												
BLK	50											
HSP	70	69		61	72		50					
MUL	31	45		21								
PAC												
WHT	54	48	45	60	52	36	48					
FRL	50	49	39	52	47	38	50					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	41	33	57	54	42	44					
SWD	16	23	31	18	35	27	12					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	73			82								
BLK	50			40								
HSP	54	45		45	46		42					
MUL												
PAC												
WHT	55	40	31	58	58	50	47					
FRL	49	41	35	53	52	38	43					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	57%	0%	54%	3%
04	2023 - Spring	57%	56%	1%	58%	-1%
03	2023 - Spring	47%	46%	1%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	62%	-7%	59%	-4%
04	2023 - Spring	52%	58%	-6%	61%	-9%
05	2023 - Spring	40%	54%	-14%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	49%	-17%	51%	-19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science proficiency decreased from 49% in 2022 to 32% in 2023, 17% below the district average and 19% below the state.

The team discussed:

Lack of consistent instruction in 5th grade. Between December 2022- February 2023, two 5th grade teachers left Lecanto Primary.

Increase in student discipline referrals, removing students from the learning environment.

Lack of student motivation and engagement.

Lack of consistent instruction

Lack of spiral review materials for 3rd and 4th grade science standards

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In addition to the decline in science, overall, math proficiency in 3rd-5th grade decreased from 58% in 2022 to 49% in 2023.

The team discussed:

Lack of consistent instruction in 3rd-5th grade. Between December 2022- February 2023, 4 teachers (in grades 3-5) left Lecanto Primary.

Increase in student discipline referrals, removing students from the learning environment.

Lack of student motivation and engagement.

Small groups occurred but instruction may not have been differentiated

Learning new BEST Math Standards and Savvas curriculum

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science proficiency decreased from 49% in 2022 to 32% in 2023, 17% below the district average and 19% below the state average.

In addition to science, this year, our 3rd grade ELA proficiency was 47%, 1% above the district average and 4% below the state average.

The team discussed:

Lack of consistent instruction in 3rd-5th grade. Between December 2022- February 2023, 4 teachers (grades 3-5) left Lecanto Primary.

Increase in student discipline referrals, removing students from the learning environment.

Lack of student motivation and engagement.

Small groups occurred by instruction may not have been differentiated in ELA and Math

Learning new BEST Math Standards and Savvas curriculum

Which data component showed the most improvement? What new actions did your school take in this area?

In 2022, our 4th grade ELA proficiency was 44%. In 2023, this cohort of students increased to 57% proficiency, in line with the district average, and 3% above the state average.

During the 2022-2023 school year, our school implemented the strategies and initiatives below:

Title I Paraprofessionals

Implementation of Wonders curriculum and new BEST Standards

Kindergarten classrooms were supported by paraprofessionals

Utilization of AR to encourage independent reading

Small group instruction

iReady extended support

Implementation of district Literacy Framework

FAST Progress Monitoring Tool

Departmentalization in 5th Grade

Veteran 5th grade ELA teachers

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students receiving discipline referrals.

Students scoring a level 1 on FAST Assessments.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increasing math proficiency school wide

Increasing science proficiency in 5th grade

Increasing ELA proficiency schoolwide

Decreasing discipline referrals schoolwide

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our "code call" and discipline referral data, unwanted behaviors have been on the rise. In 2022, students received 1,381 discipline referrals, and in 2023, students received 1,571 referrals. These number indicate a need to address positive culture and environment as a focus area. In addition, respect was an area of concern highlighted in the staff, student, and parent surveys.

Measurable Outcome:

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

Lecanto Primary School will reduce discipline referrals by 10%

Monitoring:

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

- Monthly discipline referrals data review
- Weekly leadership team meetings to discuss student discipline and review referral numbers
- Problem Solving Team meetings

Person responsible for monitoring outcome:

Brennan McNally (mcnallyb@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 resiliency lessons and strategies to build positive classroom climate and culture. A consistent discipline system will be implemented to decrease unwanted behaviors. Professional development will be provided to increase student engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Clear Expectations and Consequences

- Post and practice clear expectations with visual representations
- Maintain consistency (classroom management plans, behavior incidents) in classrooms and across the school.
- Conduct classroom management refreshers (for teachers) after breaks.
- Utilize de-escalation strategies to keep students in the classroom.

Person Responsible: Brennan McNally (mcnallyb@citruschools.org)

By When: Ongoing throughout the year- completed by May 2024

Building Positive Peer Relationships

- Conduct morning meetings to set the tone and build relationships.
- Encourage secret compliments from peers.
- Organize classroom celebrations to foster positivity.
- Implement a proactive approach in classrooms through push in lessons, tiered behavior interventions, and 1:1 lessons
- High Five Friday

Person Responsible: Brennan McNally (mcnallyb@citruschools.org)

By When: Ongoing throughout the year- completed by May 2024

Behavior Management and Interventions

- Revisit behavior procedures after the 1st semester for improvements.
- Identify root causes of behavior for Tier 2/Tier 3 students.
- Ensure intervention feedback and communication from interventionists.
- Monitor trends in referrals and behaviors to address issues
- Form a discipline committee for more comprehensive solutions.

Person Responsible: Brennan McNally (mcnallyb@citruschools.org)

By When: Ongoing throughout the year- completed by May 2024

Proactive and Positive Approaches and Rewards

- Be proactive by standing at the door to greet and assess dispositions.
- Use positive rewards like free play and treasure chests.
- Set a positive referral goal for the whole school and celebrate achievements.
- Utilize positive referrals ("Paws"istive) with paw recognition and a morning show spin wheel.

Person Responsible: Brennan McNally (mcnallyb@citruschools.org)

By When: Ongoing throughout the year- completed by May 2024

Collaborative Teacher Efforts

- Encourage teachers to compliment other classes and make connections.
- Veteran teachers and staff to support/mentor new teachers in development of classroom management plan
- TIP teachers to review Harry Wong strategies for implementing procedures in the classroom
- Facilitate teachers reaching out to one another for assistance (effective communication).

Person Responsible: Brennan McNally (mcnallyb@citruschools.org)

By When: Ongoing throughout the year- completed by May 2024

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. According to our data, 3rd-5th grade ELA proficiency dropped from 55% in 2022 to 54% in 2023. This indicates that we did not meet our measurable outcome of increasing ELA proficiency by 10%. Schoolwide, the need to continue with an ELA focus in grades 3-5 is evident.

Measurable Outcome:

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

K-5 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
iReady
Teacher lesson plans
Walkthrough data

Person responsible for monitoring outcome:

Mollie Chandler (chandlerm@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. In addition, grades 3-5 will focus on providing targeted interventions and differentiated instruction during small group. Reading interventions utilizing evidence-based iReady and UFLI 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

TEACH Tuesdays professional development
The Science of Reading
UDL
Share Sessions

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: April 2024

Prioritize and balance curriculum to increase student achievement
Collaboration with and across grade levels
Continue to implement Wonders curriculum K-5
Continue to utilize iReady
Continue to utilize district Literacy Framework
Implementation of a consistent evidence- based phonics curriculum
Utilize UFLI for phonics interventions
Utilize Heggerty for phonemic awareness instruction

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: May 2024

Implement iReady Extended Support
iReady consultants to push into classrooms to model best practices
iReady consultants to participate monthly in TIP meetings

Person Responsible: Michelle Loreth (lorethm@citruschools.org)

By When: April 2024

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

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: May 2024

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our data review, increasing student proficiency levels in math has been identified as a critical area of focus for Lecanto Primary School. According to our data, 3rd-5th grade proficiency levels decreased from 58% on 2022, to 49% in 2023. This indicates we did not meet last year's measurable outcome of increasing proficiency by 10%.

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:

Mollie Chandler (chandlern@citrusschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Continue Implementation of BEST Math standards
Weekly grade level collaboration sessions utilizing Big M, BEST

standards, and Savvas curriculum
Continue to utilize iReady
Incorporate regular use of manipulatives
Continue inclusionary setting for SWD

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: May 2024

Implement iReady Extended Support
Monthly push in from iReady consultants
iReady consultants to participate regularly in TIP meetings and support
new teachers

Person Responsible: Michelle Loreth (lorethm@citruschools.org)

By When: April 2024

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

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: May 2024

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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, 27% in 2022, and 27% in 2023.

Multiracial students scored 29% in 2019, 32% in 2022, and 32% in 2023.

Measurable Outcome:

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

SWD proficiency will increase by 10% as measured by FAST assessments.

Multiracial student proficiency will increase by 10% as measured by FAST assessments.

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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Daily instruction will be delivered in structured ELA/math blocks which includes designated times for whole group instruction using rigorous, evidence-based Savvas/Wonders/UFLI/Heggerty curriculum (minimum 30 minutes daily) to teach the BEST math/ELA standards, and differentiated small group instruction and math/ELA interventions to address student deficit areas. Additionally, students will complete a minimum of 40 minutes of math/ELA iReady sessions weekly.

There will be an increased focus on foundational reading skills in grades K-2 to help prevent gaps in learning, and an increased focus on comprehension skills in grades 3-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 structured ELA/math blocks and rigorous, evidence based instructional materials will help to increase student performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Focused evidence based ELA/Math interventions for Tier 2, Tier 3, and SWD students. (UFLI, Heggerty, Savvas math intervention resources, and iReady resources)

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: May 2024

Implement iReady Extended Support

Monthly push in from iReady consultants

iReady consultants to participate regularly in TIP meetings and support new teachers

Person Responsible: Michelle Loreth (lorethm@citruschools.org)

By When: May 2024

Analyze data regularly (monthly)

iReady

FAST progress monitoring

Classroom grades

Walkthrough data

Person Responsible: Mollie Chandler (chandlerm@citruschools.org)

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

During our Strategic Planning meeting held in July, we reviewed our school assessment data with stakeholders. We discussed "what" our data showed, "so what" it meant, including implications and possible reasons for the results, and finally determined "now what" we were going to do. Areas of Focus and action steps were developed. During this time we developed plans for professional development, personnel, and instructional resources needed. Funding allocations were set aside to ensure the needs indicated through our discussion and as listed in the Needs Assessment and Planning for Improvement sections, are met.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 has been identified as a critical area of focus for Lecanto Primary School.

Kindergarten ELA proficiency was 87%, 1st grade was 72%, and 2nd grade was 75%. We will continue to focus on ELA instruction as we did last year in the primary grades to ensure we are continuing to build a firm foundation in literacy. Based on our K-2 data, our strategies were effective in increasing ELA proficiency.

Grades 3-5: Instructional Practice specifically related 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. According to our data, 3rd-5th grade ELA proficiency dropped from 55% in 2022 to 54% in 2023. This indicates that we did not meet our measurable outcome of increasing ELA proficiency by 10%. 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 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 Measurable Outcomes

Grades K-2 will increase ELA proficiency by 10%.

Grades 3-5 Measurable Outcomes

Grades 3-5 will increase ELA proficiency by 10%.

Monitoring

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 impact student achievement outcomes.

FAST Progress Monitoring Tool

iReady

Teacher lesson plans

Walkthrough data

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Chandler, Mollie, chandlerm@citruschools.org

Evidence-based Practices/Programs

Description:

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

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

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 skills in grades 3-5 to help prevent gaps in learning. Staff members will participate in monthly Science of Reading PD and share sessions.

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

Rationale:

Explain the rationale for selecting 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 evidence-based 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. In addition, the Science of Reading will be a major area of focus for all staff members. Professional development in how students learn to read will be beneficial and provide guidance in filling gaps in student learning, ultimately increasing proficiency.

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
TEACH Tuesdays professional development The Science of Reading UDL Share Sessions	Chandler, Mollie, chandlerm@citruschools.org
Prioritize and balance curriculum to increase student achievement Collaboration with and across grade levels Continue to implement Wonders curriculum K-5 Continue to utilize iReady Continue to utilize district Literacy Framework Implementation of a consistent evidence- based phonics curriculum Utilize UFLI for phonics interventions Utilize Heggerty for phonemic awareness instruction	Chandler, Mollie, chandlerm@citruschools.org
Implement iReady Extended Support iReady consultants to push into classrooms to model best practices iReady consultants to participate monthly in TIP meetings	Chandler, Mollie, chandlerm@citruschools.org
Analyze data regularly (monthly) iReady FAST progress monitoring Classroom grades Walkthrough data	Chandler, Mollie, chandlerm@citruschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Once published, a link to the SIP plan will be emailed to all parents and stakeholders. The plan will be reviewed regularly at SAC meeting. In addition, it will be posted on the Lecanto Primary webpage and shared via social media platforms.

lps/citruschools.org

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Social Media

School messenger (Sunday Night callouts/newsletters)

Positive Referral phone calls home from administration

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our Focus Area for Math, and Focus area for ELA both provide plans for strengthening the academic programs, quality of learning time, and enriched/accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our Title I budget is used to support instructional practices including additional paraprofessionals to provide assistance with small groups, UFLI teachers manuals, coverage for teachers to participate in Power Planning, data days, and summer planning, and consumables to increase parent and family involvement.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Services are provided for students as the needs arise. Problem solving team meetings are conducted based on teacher observation and/or data analysis. Small group and 1:1 sessions are provided,

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Student discipline data is analyzed and students receiving a large number of referrals are provided a Check In Check Out mentor to meet with at the beginning and end of each day. Data is collected and interventions are provided to target behavior skills as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Biweekly teacher professional development sessions highlighting The Science of Reading.
Weekly collaboration sessions focusing on MTRs, Big M, BEST Standards.
Monthly paraprofessional/support meetings with PD for job related needs
Monthly Celebration Breakfasts to increase morale

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kindergarten Round Up- held in May