Grassy Lake Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Grassy Lake Elementary School

1100 FOSGATE RD, Minneola, FL 34715

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

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 the dedication and commitment of staff, parents, and the community, Grassy Lake Elementary provides a safe learning environment that challenges all students to strive for excellence.

Provide the school's vision statement.

Our vision is to provide a happy, caring and academically focused environment where all students can reach their full potential and grow to be productive, respectful members of the community.

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
Tucker, Julie	Principal	Campus safety, curriculum, learning walks, teacher evaluation, leadership team, budget, evaluation of office staff, SAC, PTO, school data, school improvement, discipline, MTSS, ELC, behavior committee, remediation/acceleration
Shaffer, Natalie	Assistant Principal	Student supervision, curriculum, learning walks, evaluation of teachers, SAC, SAI funds, school data, school improvement, discipline, MTSS, teaching assistants, new teacher induction, vertical articulation, instructional leadership, remediation/acceleration
Croft, Aundrea	Assistant Principal	Student supervision, curriculum, learning walks, evaluation of teachers, PTO, custodians, school data, school improvement, discipline, MTSS, health coordinator, vertical articulation, instructional leadership, remediation/acceleration
McCray, Tamara	Assistant Principal	Student supervision, curriculum, learning walks, evaluation of teachers, PTO, food service, school data, school improvement, discipline, MTSS, safety coordinator, vertical articulation, instructional leadership, remediation/acceleration
Rozar, Wendy	Instructional Coach	Provide instructional support to teachers, mentoring, modeling in the classroom, professional development for teachers, remediation/acceleration
Bruener, Marie	Instructional Coach	Provide instructional support to teachers, mentoring, modeling in the classroom, professional development for teachers, remediation/acceleration, literacy support
Ardizone, Jennifer	School Counselor	Student supervision, scheduling, counseling students, mental health referrals, MTSS, 504, support, buses and backpacks program, VPK, Kindergarten Star Search
Gisondi, Tiffany	School Counselor	Student supervision, scheduling, counseling students, mental health referrals, MTSS, ELL, support
Vernon, Kathy	Teacher, ESE	ESE School Specialist, team leader for ESE, point of contact for all ESE meetings, documentation, IEPs, services, etc, behavior, remediation/acceleration
Tellis, Christina	Teacher, ESE	ESE School Specialist, team leader for ESE, point of contact for all ESE meetings, documentation, IEPs, services, etc, behavior, remediation/acceleration

Name	Position Title	Job Duties and Responsibilities
Stinson, Bridgette	Other	Mental Health Liaison, build positive rapport with students proactively, provide support for students needing mental health resources/intervention, behavior committee, remediation/acceleration
Bidwell, Lori	Dean	Positive behavior planning and support, student discipline, build positive rapport with students proactively, provide support for teachers regarding behavior, behavior committee, remediation/acceleration,
Roe, Lesa	Teacher, K-12	PASS teacher, build positive rapport with students proactively, provide support for teachers regarding behavior, behavior committee, remediation/ acceleration, discipline

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.

The School Leadership Team (members listed above) meets at least twice per month to review data, identify needs, plan for school improvement (goals and action steps), and monitor progress. Our School Advisory Council (SAC) meets once per month to review school data, identify needs, assist in the planning for school improvement (goals and action steps), and monitor progress. Our School Advisory Council consists of school staff, parents, and business/community leaders. The SAC votes on approval of the school improvement plan and related matters on a monthly basis.

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 School Leadership Team will meet at least twice per month to review the data, implement action steps, monitor progress, and adjust improvement plan action steps as evidenced by the data. Our School Advisory Council (SAC) will meet monthly to review the data, monitor progress, and adjust/revise improvement plan action steps as evidenced by the data in order to ensure continuous improvement.

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	No
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	57%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)* English Language Learners (ELL) Asian Students (ASN) 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: A 2018-19: A 2017-18: B
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	16	55	52	50	30	52	0	0	0	255
One or more suspensions	0	1	1	1	0	3	0	0	0	6
Course failure in English Language Arts (ELA)	0	1	0	3	2	0	0	0	0	6
Course failure in Math	0	1	0	0	2	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	5	20	43	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	3	13	42	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	0	0	0	0	0	5

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	2	9	17	28	32	59	0	0	0	147

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	0	0	0	5	1	0	0	0	0	6
Students retained two or more times	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	14	46	38	30	30	29	0	0	0	187
One or more suspensions	0	0	1	0	3	1	0	0	0	5
Course failure in ELA	2	2	1	6	1	1	0	0	0	13
Course failure in Math	0	1	1	2	10	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	26	26	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	1	27	36	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	7	14	0	0	0	21

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	2	15	23	16	65	45	0	0	0	166

The number of students identified retained:

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

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	14	46	38	30	30	29	0	0	0	187
One or more suspensions	0	0	1	0	3	1	0	0	0	5
Course failure in ELA	2	2	1	6	1	1	0	0	0	13
Course failure in Math	0	1	1	2	10	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	26	26	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	1	27	36	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	7	14	0	0	0	21

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	2	15	23	16	65	45	0	0	0	166

The number of students identified retained:

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

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*	61	47	53	65	50	56	63		
ELA Learning Gains				62			52		
ELA Lowest 25th Percentile				42			32		
Math Achievement*	68	55	59	60	46	50	58		
Math Learning Gains				46			36		
Math Lowest 25th Percentile				30			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	52	54	50	52	59	56		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	53	61	59	29			69		

* 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)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	99
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	25	Yes	4	2
ELL	52			
AMI				
ASN	84			
BLK	44			
HSP	58			
MUL	64			
PAC				
WHT	70			
FRL	50			

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	29	Yes	3	1
ELL	41			
AMI				
ASN	78			
BLK	44			
HSP	45			
MUL	52			
PAC				
WHT	52			
FRL	44			

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	61			68			55					53
SWD	22			29			15				4	
ELL	55			42			57				4	53
AMI												
ASN	83			88							3	
BLK	44			51			30				4	
HSP	56			63			52				5	47
MUL	71			57							2	
PAC												
WHT	67			74			65				4	
FRL	44			56			40				5	54

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	65	62	42	60	46	30	50					29
SWD	25	41	39	21	36	25	15					
ELL	52	45	33	56	53	42	14					29
AMI												
ASN	83	79		92	86		50					
BLK	57	60	29	45	40	23	53					
HSP	59	55	34	56	42	36	42					33
MUL	53	67		47	42							
PAC												
WHT	70	66	46	65	47	18	52					
FRL	50	57	38	48	44	29	44					

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	63	52	32	58	36	18	56					69
SWD	17	24	21	16	12	11	12					
ELL	45	58		44	50		31					69

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN	75			67								
BLK	63	38		50	23		55					
HSP	58	63	54	52	33	17	46					62
MUL	60			55								
PAC												
WHT	67	49	13	64	38	21	62					
FRL	50	49	40	45	25	11	39					

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	55%	52%	3%	54%	1%
04	2023 - Spring	65%	54%	11%	58%	7%
03	2023 - Spring	66%	50%	16%	50%	16%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	80%	62%	18%	59%	21%
04	2023 - Spring	63%	59%	4%	61%	2%
05	2023 - Spring	61%	55%	6%	55%	6%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	52%	0%	51%	1%

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.

The data component that showed the lowest performance for the 2022-2023 school year was 5th grade science, with 52% of students earning a Level 3 or above. Our 5th grade science teachers also teach math, and with the new B.E.S.T. standards for math last year, our team focused our efforts more on math last school year. Although this was our lowest area of performance, it is important to note that we did not score below the district or state average. In addition, although it was our lowest area, we still increased this score by 2 percentage points from the previous year.

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

The data component that showed the greatest decline from the prior year was our 5th grade ELA achievement Level 3 and above. In 2021-2022 (FSA) we scored 65% in this area and in 2022-2023 (FAST) we scored 55% in this area, dropping by 10 percentage points. Although we declined from the previous year, we still scored above the state and district average. We partially attribute this decline to not having writing as a a component of our ELA score for 2022-23. We also attribute this decline to losing one of our instructional coaches from November to March.

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.

We are extremely pleased to report that we did not score below the state average in any area during the 2022-23 school year. Our biggest gap occurred in 3rd grade math. GLES had 80% Level 3 and above, while the state average was 59% (a 21 point difference). We attribute our success in this area due to the following actions: instructional/teacher placement to capitalize on strengths, increase walk-throughs and monitoring, focused collaborative time among 3rd grade math teachers weekly (focusing on essential standards, remediation/acceleration, and data-driven instruction), and remediation/tutoring provided daily by a grade level teaching assistant.

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

The area of most improvement during the 2022-2023 school year was 5th grade math. We increased the percentage of Level 3 and above from 44% to 61% (increase of 17 percentage points). We attribute this increase due to the following actions: instructional/teacher placement changes to better capitalize on strengths, increase walk-throughs and monitoring including an inquiry cycle with our regional team, focused collaborative time among 5th grade math teachers weekly, and remediation provided daily by a grade level teaching assistant.

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

Regarding our EWS data, our two primary areas of concern are (1) the number of students with absences greater than 10%, and (2) the number of students scoring Level 1 on the FAST ELA and/or Math assessment. Excessive student absences away from instructional time is a major deterrent of student achievement. According to our 2022-2023 data, 20% of our student population had absences greater than 10% of the time. Our goal for the 2023-2024 school year is to reduce that by at least 5 percentage points. In regards to the students scoring Level 1 on the 3rd, 4th, and 5th FAST ELA, we'd

like to reduce that number from 17.6% to 12.6% (decrease 5 percentage points), and for FAST Math from 15% to 10% (decrease 5 percentage points).

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

1.) Increasing FAST 5th grade ELA scores by at least 5%.
2.) Increasing 5th grade Science test scores by at least 5%.
3.) Revising our remediation/acceleration block to meet the needs of all students.
4.) Narrowing the focus and becoming more explicit with expectations during grade level collaboration time.
5.) Increasing achievement within our SWD subgroup across all grade levels.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Through SAI funding, teachers will identify, research. and/or write additional interventions for our lower quartile students in ELA and Math in grades 3-5. These interventions will be aligned to the essential standards in each grade level and utilized during the regular day, Through this process, teachers will better understand, plan, deliver, and differentiate standards-based instruction and focus on how to enhance curriculum-based instruction within the district's instructional framework.

Rationale: If we implement, monitor, and support additional interventions for our lower quartile students in ELA and Math, then we will be able to meet individual needs of each student as well as provide additional supports/interventions through the MTSS process.

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

As evidenced by the FAST, we plan to increase student achievement in ELA/Math by at least 5%.

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

Administration and instructional coaches will provide guidance and support. The school's leadership team will continue to review the interventions, and review data quarterly to provide guidance on how to adjust instruction.

Person responsible for monitoring outcome:

Julie Tucker (tuckerj3@lake.k12.fl.us)

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.)

Through SAI funding, teachers will identify, research. and/or write additional interventions for our lower quartile students in ELA and Math in grades 3-5. These interventions will be aligned to the essential standards in each grade level and utilized during the regular day, Through this process, teachers will better understand, plan, deliver, and differentiate standards-based instruction and focus on how to enhance curriculum-based instruction within the district's instructional framework.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support additional interventions for our lower quartile students in ELA and Math, then we will be able to meet individual needs of each student as well as provide additional supports/interventions through the MTSS process.

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.

1. Create and establish an intervention planning/writing schedule with clearly identified protocols and expected products.

Who: Administration and Teachers, Instructional Coaches
Frequency: Weekly
When: Start August 3, 2023
Evidence: Schedule, List of Expectations/Protocols, Student Data

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, Teachers, Instructional Coaches Frequency: Weekly When: Start August 3, 2023 Evidence: Schedule, List of Expectations/Protocols, Learning Walk Data

2. Monitor through review of expected products, and actual implementation in the classrooms, including learning walks.

Who: Administration and Teachers, Instructional Coaches
Frequency: Weekly
When: Start August 3, 2023
Evidence: Schedule, List of Expectations/Protocols, Interventions,
Notes, Learning Walk Data

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, Teachers, Instructional Coaches Frequency: Weekly When: Start August 3, 2023 Evidence: Schedule, List of Expectations/Protocols, Team Collaboration Notes, Learning Walk Data

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

By utilizing Early Warning Signs (EWS) data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students. This is a critical need area because if we develop and implement a system of motivational supports and behavior interventions/supports/incentives for our students, then we will foster a more welcoming and engaging environment/culture for our students with fewer undesirable behaviors, high expectations, and a collective commitment for success.

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

Based on EWS data, we will decrease students absent (10% or more of the time) by at least 5%. We will decrease the amount of 1 (or more) out of school suspensions by 30%.

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

Administration and school leadership team will monitor EWS data quarterly and make adjustments to our approach. Our core team, including teacher leaders, also addresses this area of focus at each of our bi-monthly meetings.

Person responsible for monitoring outcome:

Julie Tucker (tuckerj3@lake.k12.fl.us)

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.)

The Dean and PASS teacher will implement and monitor the use of an attendance incentive system for all grade levels. Non-load bearing personnel will also proactively build rapport and offer support to students through regular meetings with students who are on the verge of having attendance concerns. We will adjust our school-wide behavior incentive system to increase positive behaviors based on the 7 Covey Habits. The PASS teacher will work with behaviorally at-risk students, meeting with them regularly to proactively address concerns and provide behavior strategies/restorative practices prior to needing interventions such as suspensions. Every teacher plays an active role in both the attendance incentive program and the positive behavior incentive program. This strategy's effectiveness, based on EWS data, will be monitored quarterly by the Leadership Team.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support an attendance incentive program and a positive behavior incentive program, students and teachers will share a collective commitment to maintaining a safe and supportive school environment for all students. If we develop and implement a system of motivational supports and behavior interventions/supports/incentives for our students, then we will foster a more welcoming and engaging environment/culture for our students with fewer undesirable behaviors, high expectations, and a collective commitment for success. We will ensure to improve student learning and success by increasing the outcome measures listed above.

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.

1. Create a schedule of meetings and list of expectations for the attendance program and positive behavior program.

Who: Administration, Leadership Team, Teachers
Frequency: Quarterly
When: Start August 10, 2023
Evidence: Schedule, List of Expectations/Protocols, EWS Data

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, Leadership Team, Teachers Frequency: Quarterly When: Start August 10, 2023 Evidence: Schedule, List of Expectations/Protocols, EWS Data

2. Create a list of expectations and protocols for each of these programs.

Who: Administration, Leadership Team, Teachers
Frequency: Quarterly
When: Start August 10, 2023
Evidence: Schedule, List of Expectations/Protocols, EWS Data

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, Leadership Team, Teachers Frequency: Quarterly When: Start August 10, 2023 Evidence: Schedule, List of Expectations/Protocols, EWS Data

3. Implement the programs and progress monitor effectiveness, making necessary adjustments quarterly.

Who: Administration, Leadership Team, Teachers
Frequency: Quarterly
When: Start August 10, 2023
Evidence: Schedule, List of Expectations/Protocols, EWS Data

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, Leadership Team, Teachers Frequency: Quarterly When: Start August 10, 2023 Evidence: Schedule, List of Expectations/Protocols, EWS Data

#3. Instructional Practice specifically relating to Differentiation

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.

GLES will implement, monitor, and support quality interventions for struggling students as well as implement opportunities for acceleration for students already showing mastery of grade level standards.

This area of focus was identified as a critical area of need because by holding a daily remediation/ acceleration time will ensure students will receive targeted interventions aligned to their remediation/ acceleration needs. This will ensure the measurable outcomes (see below) to improve learning and success. This area of focus will also address our SWD subgroup, which had a Federal Index at 29% (below the 41% threshold).

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

This area of focus will reduce the number of students failing Math or ELA at the end of the year to 5% or less. As evidenced by the FAST, we plan to increase student achievement in ELA and Math by at least 5%, We also plan to increase ELA/Math achievement in the SWD subgroup by at least 5%.

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

This will be monitored by Administration and the leadership team by progress monitoring iReady assessment data, FAST, and course data. The data will be reviewed quarterly through leadership team led data chats with each teacher.

Person responsible for monitoring outcome:
Julie Tucker (tuckerj3@lake.k12.fl.us)

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.)

Teachers will hold a daily remediation/acceleration block to provide interventions to the lowest quartile of students in ELA (all grades) through utilization of the LLI program. We will host "learning lab" tutoring at arrival and dismissal for students needing remediation. We will also provide after school tutoring (funded through SAC) for struggling students in ELA and Math. These intervention strategies will also include the SWD subgroup. The measurable outcomes are listed above, including raising achievement in all categories by at least 5%.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support quality interventions (remediation block/LLI/SAI math tutoring) for struggling students as well as implement opportunities for acceleration for students already showing mastery of grade level standard, then we will ensure to improve student learning and success by increasing the outcome measures listed above.

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.

1. Create and establish a schedule for a school-wide remediation/acceleration block. Administration will establish and communicate clearly defined expectations to teachers for this block, including any additional training to utilize the LLI system. A schedule will be established for learning lab.

Who: Administration and Teachers
Frequency: Reevaluate Quarterly
When: Start August 10, 2023
Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration and Teachers Frequency: Reevaluate Quarterly When: Start August 10, 2023 Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

2. Teachers will group the students according to mastery of the standards and placement in the correct level of the LLI system to ensure targeted remediation to meet the unique needs of each student.

Who: Administration and Teachers
Frequency: Reevaluate Quarterly
When: Start August 10, 2023
Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration and Teachers Frequency: Reevaluate Quarterly When: Start August 10, 2023 Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

3. Teachers will continue to monitor and adjust remediation/acceleration strategies as students progress with their skills.

Who: Administration and Teachers
Frequency: Reevaluate Quarterly
When: Start August 10, 2023
Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration and Teachers Frequency: Reevaluate Quarterly When: Start August 10, 2023 Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

4. Our literacy coach and CRT will schedule, communicate, and implement learning lab at arrival and dismissal designed to provide additional remediation intervention for students in ELA and Math.

Who: Administration, Leadership, and Teachers
Frequency: Reevaluate Quarterly
When: Start August 10, 2023
Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration and Teachers Frequency: Reevaluate Quarterly When: Start August 10, 2023 Evidence: Schedule, Lesson Plans, List of Protocols/Expectations, Progress Monitoring

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

This area of focus will address our SWD subgroup, which had a Federal Index at 29% (below the 41% threshold). In addition to the other areas of focus mentioned in the SIP, we will have additional/reallocate ESE instructional personnel and resources, provide additional professional development on the "structured classroom" to our ESE teachers and TAs, and include our IST/IST-B ESE teachers in grade level collaboration.

Rationale: By Increasing our ESE allocations will will be able to better structure classes by needs and grade levels, and it will reduce class sizes of our IST/IST-B classrooms, giving the teachers more time to meet each student's individual needs. In addition, by participating in the "structured classroom" training provided by Lake Hills, our ESE teachers and TAs will become versed in best practices that have served Lake Hills so well, thus increasing our students' success. Finally, by rearranging our enrichment schedule, our IST/IST-B classrooms will be able to attend more collaborative team meetings with their corresponding grade levels, which will allow them to have consistent grade level standards, resources, and strategies for remediation and acceleration.

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

Our measurable outcome is for our SWD subgroup to increase achievement in ELA and Math by at least 5 percentage points for 2023-2024, as evidenced by FAST testing.

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

This will be monitored by administration, the leadership team, and ESE teachers by progress monitoring iReady assessment data, FAST, and course data. The data will be reviewed quarterly through leadership team led data chats with each teacher.

Person responsible for monitoring outcome:

Julie Tucker (tuckerj3@lake.k12.fl.us)

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.)

We will reallocate our ESE personnel to ensure that classes are balanced, yet serve similar grade levels and needs. With the addition of a part-time ESE specialist/VE teacher, we will also have additional supports for our students and their families. We will also house each ESE VE teachers schedules via shared Google sheets to ensure hours are being met and gaps are always filled.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We will reallocate our ESE personnel to ensure that classes are balanced, yet serve similar grade levels and needs. With the addition of a part-time ESE specialist/VE teacher, we will also have additional supports for our students and their families. We will also house each ESE VE teachers schedules via shared Google sheets to ensure hours are being met and gaps are always filled.

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.

1. Create an instructional and non-instructional roster, VE teacher schedules, as well as student schedules that allow for the most supports with appropriate class sizes in our IST/IST-B classrooms.

Who: Administration, ESE School Specialists, and ESE Teachers
Frequency: Reevaluate Quarterly
When: Start August 9, 2023
Evidence: Rosters, Teacher Schedules, Student Schedules

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, ESE School Specialists, and ESE Teachers Frequency: Reevaluate Quarterly When: Start August 9, 2023 Evidence: Rosters, Teacher Schedules, Student Schedules

2. Send ESE teachers and TAs to the Structured Classroom training at Lake Hills. Follow up and monitor progress of implementation and positive impact post-training.

Who: Administration, ESE School Specialists, and ESE Teachers/TAs
Frequency: Reevaluate Quarterly
When: Start August 10, 2023
Evidence: Training Schedule, Post-Training Observations

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration, ESE School Specialists, and ESE Teachers/TAs Frequency: Reevaluate Quarterly When: Start August 10, 2023 Evidence: Training Schedule, Post-Training Observations

3. Adjust the school's enrichment schedule to allow for greater integration of IST/IST-B teachers to attend grade level collaboration every Tuesday.

Who: Administration
Frequency: Reevaluate Quarterly
When: Start August 10, 2023
Evidence: Enrichment Schedule, Team Collaboration Notes

Person Responsible: Julie Tucker (tuckerj3@lake.k12.fl.us)

By When: Who: Administration Frequency: Reevaluate Quarterly When: Start August 10, 2023 Evidence: Enrichment Schedule, Team Collaboration Notes

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).

The School Leadership Team will meet at least twice per month to review the school improvement funding allocations, data, implement action steps, monitor progress, and adjust improvement plan action steps as evidenced by the data (which includes allocated funding). Our School Advisory Council (SAC) will meet monthly to review the data, monitor progress, and adjust/revise improvement plan action steps (including allocation funding) as evidenced by the data in order to ensure continuous improvement. Our funding allocation

includes, but is not limited to, SAI funded remediation/tutoring, LLI program supplies, SAC funded tutoring programs, positive behavior incentives, etc.

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

N/A

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

N/A

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 3-5 Measurable Outcomes

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.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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?

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?

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

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.

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No