Eustis Heights Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

https://ehe.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.

To achieve:

Excellence through
High
Expectations for all
Students

Provide the school's vision statement.

Eustis Heights Elementary is
a safe, nurturing, and inclusive learning community, where,
through high expectations and collaboration from all stakeholders, ALL students are confident in their
ability to be successful in every aspect of their future as a lifelong learner, and make positive
contributions to society.

Learning Environment
We commit to following all safety protocols & building strong, positive relationships with all stakeholders
in order to create a safe, inclusive, student centered environment focused on learning.

Focus on Learning
We commit to providing engaging and intentional learning experiences for ALL students,
every day, through Reading, Writing, Thinking, and Talking across all content areas.

We commit to guaranteeing learning for ALL students by ensuring students have access
to grade-appropriate assignments and strong-instruction (as outlined by Instructional Framework).

Collaborative culture
We commit to actively participating in a collaborative professional learning community
for our own professional growth, and for the growth of ALL.

High Expectations
We commit to being a model of high expectations in all that we do, including the words that we say,
the work that students have access to, and the way we hold each student accountable for learning.

Results Orientation (Data - Driven)
We commit to using data to monitor student learning and to inform our instruction, interventions,
and accelerations in order to ensure one-year's growth in one-years' time (at minimum) for ALL students.

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
		The school leadership team consists of the Principal, two Assistant Principals, two certified school counselors, Literacy Coach, Math/Science Coach, MTSS Coach, two ESE school Specialist, Instructional Dean ,PASS Teacher, Mental Health Liaison, and Potential Specialist. The function and responsibility of each school leadership team member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process.
Soos, Terri	Principal	The role of administration and the leadership support team is to: 1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and non-instructional staff. 2. Oversee the MTSS process, implementation, and procedures. 3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. 4. Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. 5. Oversee and provide support to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students .The leadership team meets weekly to discuss/report the following: 1. Core instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction) 2. Small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration 3. School-wide data driven professional learning community= **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration 4. Early Warning Systems (Attendance, Discipline, and PBS) **Person(s) responsible: Administration, Potential Specialist, Instructional Dean, and Counselors 5. Lowest Quartile Data Tracking and Retained Students **Person(s) responsible: Potential Specialist, MTSS Coach, Administration and Counselors 6. MTSS Status **Person(s) Responsible: MTSS Coach and Administration 7. ESE/ELL Status **Person(s) responsible: ESE Specialist & ELL compliance coordinator 8. Professional Learning Communities **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach 9. Professional Development Needs **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach 10. Support/Celebrations **Person(s) responsible: All Members

Name	Position Title	Job Duties and Responsibilities
Peterkin, Andrie	Assistant Principal	The role of the assistant principal is to support the vision of the principal and: 1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and non-instructional staff. 2. Oversee the MTSS process, implementation, and procedures. 3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. 4. Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. 5. Oversee and provide support to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students .The leadership team meets weekly to discuss/report the following: 1. Core instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction) 2. Small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration 3. School-wide data driven professional learning community= **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration 4. Early Warning Systems (Attendance, Discipline, and PBS) **Person(s) responsible: Administration, Potential Specialist, Instructional Dean, and Counselors 5. Lowest Quartile Data Tracking and Retained Students **Person(s) responsible: Potential Specialist, MTSS Coach, Administration and Counselors 6. MTSS Status **Person(s) Responsible: MTSS Coach and Administration 7. ESE/ELL Status **Person(s) responsible: ESE Specialist & ELL compliance coordinator 8. Professional Learning Communities **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach 9. Professional Development Needs **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach 10. Support/Celebrations **Person(s) responsible: All Members
Ward, Ashley	School Counselor	The role of the school counselor is to support the vision of the principal and: - Support MTSS, implementation, and procedures at Tier 1, 2, and 3 -. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. - Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. -Monitor Early Warning Systems (Attendance, Discipline, and PBS) **Person(s) responsible: Administration, Potential Specialist, Instructional Dean, and Counselors -Monitor lowest Quartile Data Tracking and Retained Students **Person(s)

Name	Position Title	Job Duties and Responsibilities
		responsible: Potential Specialist, MTSS Coach, Administration and Counselors -Facilitate 504 meetings, eligibilities, and monitoring -Support school-wide learning regarding fostering resilient and healthy students through restorative practices and Zones of Regulation -Support/Celebrations **Person(s) responsible: All Members
Cortez , Michol	Curriculum Resource Teacher	
Fuhrman , Jacob	Math Coach	The role of the Math/Science coach is to support the vision of the principal and: -Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. -Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. -Core instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction) -small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration -School-wide data driven professional learning community= **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration - monitor and action plan utilizing Lowest Quartile Data Tracking and Retained Students - provide content support for MTSS Tier 1, Tier 2, and Tier 3 - promote EHES as a Professional Learning Community **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach -Address Professional Development Needs **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach -Support/Celebrations **Person(s) responsible: All Members
Thompson, Johnny	Instructional Coach	The role of the Literacy coach is to support the vision of the principal and: -Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. -Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. -Core instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction) -small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration -School-wide data driven professional learning community=

Name	Position Title	Job Duties and Responsibilities
		**Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration - monitor and action plan utilizing Lowest Quartile Data Tracking and Retained Students - provide content support for MTSS Tier 1, Tier 2, and Tier 3 - promote EHES as a Professional Learning Community **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach -Address Professional Development Needs **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach -Support/Celebrations **Person(s) responsible: All Members
Dillon, Juan	Dean	-Support the principal's vision for the school -Attend leadership meetings -Discipline of students -Mentor lower quartile students and behavioral support -Coordinate school safety drills -Parent communication and support -Mentoring new teachers -Mentoring lower-quartile students -Professional development
Dooley, Tom	Other	The role of the potential specialist is to support the vision of the principal and: -Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. -Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. -small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration -School-wide data driven professional learning community= **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration - monitor and action plan utilizing Lowest Quartile Data Tracking and Retained Students - provide content support for MTSS Tier 1, Tier 2, and Tier 3 -Support/Celebrations **Person(s) responsible: All Members
Granados, Erin	Other	The role of the MTSS Coach is to support the vision of the principal and: -Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. -Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. -small group instruction is skill specific for student needs based upon data.

Name	Position Title	Job Duties and Responsibilities
		**Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration -School-wide data driven professional learning community= **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration - monitor and action plan utilizing Lowest Quartile Data Tracking and Retained Students - provide content support for MTSS Tier 1, Tier 2, and Tier 3 -Support/Celebrations **Person(s) responsible: All Members
James-McCadney, Amaris	School Counselor	The role of the school counselor is to support the vision of the principal and: - Support MTSS, implementation, and procedures at Tier 1, 2, and 3 -. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student. - Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success. -Monitor Early Warning Systems (Attendance, Discipline, and PBS) **Person(s) responsible: Administration, Potential Specialist, Instructional Dean, and Counselors -Monitor lowest Quartile Data Tracking and Retained Students **Person(s) responsible: Potential Specialist, MTSS Coach, Administration and Counselors -Facilitate 504 meetings, eligibilities, and monitoring -Support school-wide learning regarding fostering resilient and healthy students through restorative practices and Zones of Regulation -Support/Celebrations **Person(s) responsible: All Members

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's Guiding Coalition, leadership team, and school advisory council will review student data, including ESSA student group data, school performance, prioritize our most critical areas of need, and determine interventions, supports, and action steps needed to improve performance.

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 monitored through our school committees bi-monthly (Literacy, STEAM, PBIS) and also through our Guiding Coalition (monthly). These committees will review data from multiple sources

including: learning walks (monthly), state progress monitoring reports (at beginning, mid, and end of year), i-Ready (at the beginning and middle of year),and our Standards proficiency tool (after every 5 week intervention cycle) to monitor progress towards goals, problem solve if progress is not being met, and action plan to accelerate progress.

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	70%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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)* 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: D
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	13	35	33	36	29	35	0	0	0	181
One or more suspensions	1	2	2	1	4	4	0	0	0	14
Course failure in English Language Arts (ELA)	2	4	2	0	0	1	0	0	0	9
Course failure in Math	1	1	0	1	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	14	36	33	0	0	0	83
Level 1 on statewide Math assessment	0	0	0	10	25	31	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	9	6	32	36	33	0	0	0	118

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	23	22	44	56	63	0	0	0	210

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	14	0	0	0	0	0	14
Students retained two or more times	0	0	2	2	1	3	0	0	0	8

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	15	46	33	46	36	38	0	0	0	214
One or more suspensions	2	6	6	7	9	6	0	0	0	36
Course failure in ELA	4	1	0	1	0	1	0	0	0	7
Course failure in Math	1	3	0	0	1	3	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	5	27	23	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	4	19	41	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	19	37	27	23	0	0	0	113

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	5	15	9	14	18	35	0	0	0	96

The number of students identified retained:

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

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	15	46	33	46	36	38	0	0	0	214
One or more suspensions	2	6	6	7	9	6	0	0	0	36
Course failure in ELA	4	1	0	1	0	1	0	0	0	7
Course failure in Math	1	3	0	0	1	3	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	5	27	23	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	4	19	41	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	19	37	27	23	0	0	0	113

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	5	15	9	14	18	35	0	0	0	96

The number of students identified retained:

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

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*	39	47	53	42	50	56	40		
ELA Learning Gains				58			46		
ELA Lowest 25th Percentile				49			43		
Math Achievement*	44	55	59	48	46	50	49		
Math Learning Gains				42			41		
Math Lowest 25th Percentile				19			23		
Science Achievement*	41	52	54	41	52	59	37		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	67	61	59	32			65		

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	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	226
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	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	331
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	15	Yes	4	2
ELL	35	Yes	4	
AMI				
ASN				
BLK	26	Yes	4	2
HSP	44			
MUL	38	Yes	1	
PAC				
WHT	53			
FRL	40	Yes	2	

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	33	Yes	3	
AMI				
ASN				
BLK	26	Yes	3	1
HSP	40	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%
MUL	73			
PAC				
WHT	51			
FRL	38	Yes	1	

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	39			44			41					67
SWD	15			20			17				4	
ELL	21			38			21				5	67
AMI												
ASN												
BLK	27			28			24				4	
HSP	38			45			38				5	68
MUL	35			41							2	
PAC												
WHT	51			57			58				4	
FRL	32			38			33				5	65

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	42	58	49	48	42	19	41					32
SWD	21	41	48	29	29	17	18					
ELL	24	52		33	24							32
AMI												
ASN												

						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
BLK	21	51	37	26	21	14	14					
HSP	33	51	79	39	34	23	24					34
MUL	75	75		75	67							
PAC												
WHT	59	64	27	65	54	25	60					
FRL	34	57	54	41	36	22	36					27

						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	40	46	43	49	41	23	37					65
SWD	20	32	25	27	26	24	23					
ELL	18			36								65
AMI												
ASN												
BLK	21	36		23	25	10	20					
HSP	32	47	50	44	47		38					68
MUL	68			72								
PAC												
WHT	52	57		67	46		43					
FRL	35	48	47	43	39	25	33					60

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	40%	52%	-12%	54%	-14%
04	2023 - Spring	51%	54%	-3%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	50%	-17%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	62%	-16%	59%	-13%
04	2023 - Spring	55%	59%	-4%	61%	-6%
05	2023 - Spring	32%	55%	-23%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	52%	-16%	51%	-15%

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.

5th grade math showed our lowest performance all around on the 22-23 PM3 FAST.
We noticed 5th grade as a whole (ELA, Math, and Science) had the lowest performance in the 22-23 school year and declined from previous year. Contributing factors include student behavior as barriers to instruction, larger class sizes in 5th grade than in previous years, changes in teacher mid-year, as well as the need to strengthen alignment of instruction to the most essential learning that needs to occur.

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

5th grade math showed the greatest decline from the prior year. Contributing factors include student behavior as barriers to instruction, larger class sizes in 5th grade than in previous years, changes in teacher mid-year, as well as the need to strengthen alignment of instruction to the most essential learning that needs to occur.

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.

5th grade math had the greatest gap when compared to state average.
Contributing factors include student behavior as barriers to instruction, larger class sizes in 5th grade

than in previous years, changes in teacher mid-year, as well as the need to strengthen alignment of instruction to the most essential learning that needs to occur.

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

4th grade math showed the most improvement when compared to 22-23 school year.

The 4th grade core math team is strong in delivering instruction aligned to standards as well as providing ample opportunity for students to practice learning independently with feedback. We also implemented a Math Intervention block that provided students with more intensive support to accelerate their learning.

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

The number of students who are substantially reading deficient is of concern, as well the number of students scoring a level one on FAST PM3 ELA & Math.

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

-5th grade all content areas
-3rd grade ELA

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 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.

Based on school grade component data & related student subgroup data in the Needs Assessment/ Analysis section list, instructional practice specifically relating to intervention is one of our most critical areas of focus. This area of focus was identified as a critical area of need because the data revealed that less than half of our students are scoring at a proficient level in ELA and Math, and 5th grade Science.

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

By focusing on this area, we expect to see an increase in:
-proficiency in ELA, Math and Science to 50% at minimum for ALL students, including students in ESSA student groups of:
-percentage of students making learning gains from FAST PM3 (22/23) - FAST PM 3 (23/24). Data would indicate the majority (50%+) of ALL students (including all student groups of SWD, BLK, ELL, HSP, and FRL) make a learning gain.

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

Methods of monitoring will include analyzing formative and summative data focused on Essential Standards in all content areas on an ongoing basis during Collaborative Planning by content area teams to ensure we are focusing on next steps for students who have not learned it yet, and next steps for students who already have.

Data will also be monitored through progress-monitoring checks in ELA & Math. Proficiency and learning gains will be monitored through the FAST portal BOY, MOY, and EOY performance, and Performance Matters. Science will be monitored through quarterly LSAs.

In addition, the Guiding Coalition and Literacy and STEAM committees will meet monthly to review all related data to ensure we are on track to meet student learning goals, including data broken down into our student groups (SWD, BLK, ELL, HSP, and FRL). Data reviewed will consist of Learning Walk data, intervention data, and essential standards check-list.

Person responsible for monitoring outcome:

Terri Soos (soost@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 evidence based strategy to improve our instructional practice as it specifically relates to differentiation is providing students with differentiated instruction that will accelerate student learning based on their individual needs through: small group instruction informed by formative assessment data; standards-based instruction within a walk-to-intervention model; and access to programs to support individual needs, including: Fundations, Rosetta Stone, i-Ready, Science Speed-Bag & ALEKS.

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

The rationale behind this strategy is that if students are provided the intentional feedback, instruction, and systematic support (interventions/ accelerations) both within core instruction and through the walk-to-

intervention block, the rate of student learning will accelerate, ensuring ALL student make, at minimum, one years growth in one years time.

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.

Communicate instructional priorities to staff at beginning of year during pre-planning. Ensure time is spent on the importance of structuring our collaborative planning time with a focus on the four critical questions of a PLC: (What do we want students to learn? How do we know they are learning it? How do we respond when they do not learn it?
How do we respond when they already learned it? to ensure we are continuously thinking about the learning and responding to learning for each individual student.

Person Responsible: Terri Soos (soost@lake.k12.fl.us)

By When: 08/03/23 at pre-planning, monitor going doing weekly collaborative planning

Develop plan for the WIN (What I Need - Intervention) block, including schedule for essential standard pre and post assessments, instructional plan and resources, and follow up plan for response for students who do not reach proficiency before end of cycle. The plan should include the specific resources that will be used for instruction and intervention, including: Fundations, i-Ready, Curriculum Associations ELA and Math, and Science Speed Bag.

Person Responsible: Johnny Thompson (thompsonj3@lake.k12.fl.us)

By When: Initial plan by 9/08/23,and then ongoing after each 5-week WIN (intervention) cycle

Create admin walk-through schedule and conduct weekly walk-throughs to monitor for implementation and fidelity of intervention/accelerations during the intervention block, What I Need Time (W.I.N Time). Present trends during Guiding Coalition/Leadership team meetings.

Person Responsible: Terri Soos (soost@lake.k12.fl.us)

By When: By 9/18/23 and on going during weekly leadership meetings and monthly faculty/guiding coalition meetings.

Monitor student performance data (including all ESSA student groups) and learning indicators through:
-scheduled quarterly teacher data chats, including baseline data chat
-scheduled quarterly admin/student data chats
-meetings with Guiding Coalition

Person Responsible: Andrie Peterkin (peterkina@lake.k12.fl.us)

By When: -Create schedule by 9/11/23 and implement ongoing at the end of each quarter.

Monitor progress for students in a Tier I/Tier II/Tier III level of support to ensure adequate supports and interventions are in place for each student.

Person Responsible: Erin Granados (granadose@lake.k12.fl.us)

By When: Ongoing, every 6 weeks at minimum

Monitor data for students in LQ specifically to ensure the differentiated support is meeting the student's needs and accelerating learning at an adequate rate. Work to schedule Teacher Assistants and academic tutor to support small group instruction within the classroom.

Person Responsible: Tom Dooley (dooleym@lake.k12.fl.us)

By When: By 9/03/23 and adjust ongoing after each 5 week intervention cycle.

#2. 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.

Based on our school data, instructional practice specifically relating to benchmark aligned instruction is one of our most critical areas of focus. This area of focus was identified as a critical area of need because the
data revealed that less than half of our students are scoring at a proficient level in all
content areas (ELA, Math, and Science).

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

By focusing on this area, we expect to see an increase in all student performance:
-proficiency in ELA and Math to 50% at minimum
-proficiency in on the Florida State Science Assessment from 36% to 46%

-Learning gains from FAST PM3 (22/23) - FAST PM 3 (23/24) would indicate the majority (51%+) of all students and all student groups made adequate growth.
-High expectations & grade level assignments will be evident in the majority of classrooms
walked utilizing the district Learning Walk tool.

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

This area of focus will be monitored by administration and instructional coaches as
we are active participants in collaborative planning. We will monitor for transfer of
learning from collaborative planning through learning walks, utilizing the district's
Learning Walk tool, specifically monitoring on indicators related to access to grade
level assignments and high expectations.

Person responsible for monitoring outcome:

Terri Soos (soost@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 evidence-based intervention that will be used is to ensure standards based instructions is engaging in collaborative planning twice per week, focusing on the 4 critical questions.
1. What do we want students to learn?
- Essential Standards + learning targets
-What is the purpose for learning?
-Instructional delivery: consider materials, curriculum, and instructional moves.
-What thinking will we draw attention to when we are modeling?
2. How do we know they are learning it?
-Common formative assessments
How will students demonstrate learning during guided, collaborative, and independent learning?
3. How do we respond when they do not learn it?
-What remediation opportunities have we planned? What other instructional
strategies or tools can I use to move student learning forward.
4. How do we respond when they already learned it?
-What opportunities do we have planed to deepen student learning?

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

If we implement collaborative planning focused on standards and benchmark aligned instruction, then we will expect to see standards aligned instruction across classrooms in each grade level.

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.

Ensure collaborative planning model is focused on the four critical questions of a PLC: (What do we want students to learn? How do we know they are learning it? How do we respond when they do not learn it? How do we respond when they already learned it? to ensure we are continuously thinking about the learning and responding to learning for each individual student. Ensure there is a schedule in place time and space, and instructional support available for all collaborative teams Pre-K-5th as well as ESE self-contained teams for collaboration focused on student learning,

Person Responsible: Jacob Fuhrman (fuhrmanj@lake.k12.fl.us)

By When: By 8/21/23

Support teams in establishing essential standards, learning targets, Common Formative Assessments, and plan for monitoring for ELA, Math, & Science;

Person Responsible: Jacob Fuhrman (fuhrmanj@lake.k12.fl.us)

By When: By 8/10/23 and ongoing

Administrators and instructional coaches will monitor for evidence of transfer collaborative planning through classroom learning walks using the Learning Walk Tool. Evidence of transfer would include consistency amongst observed areas of instructional framework and grade level materials for all students.

Person Responsible: Terri Soos (soost@lake.k12.fl.us)

By When: 8/21/23 and ongoing

Schedule and facilitate staff professional development focusing on the district instructional framework and ensuring high expectations. Provide actionable feedback to staff as it relates to strong instruction and the quality indicators.

Person Responsible: Terri Soos (soost@lake.k12.fl.us)

By When: 8/3/23 and ongoing

#3. 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.

Based on our EWS data, 37% of our students missed more than 10% of the 2022-2023 school-year. Good attendance has a strong correlation to student academic success at the elementary level and beyond, so it is imperative we build a collective understanding of the importance of good attendance and create a community that prioritizes school.

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

With a focus on positive culture and environment specifically relating to EWS indicator of attendance, we expect to see a reduction in the number of students who missed more than 10% of the school-to from 37% to 27%,

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

This area of focus will be monitored for the desired outcome through the weekly review of early warning sign data, specifically attendance. Additionally, the leadership team will identify trends in the data and problem solve for both preventative and responsive intervention.

Person responsible for monitoring outcome:

Ashley Ward (warda1@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 evidence based strategy that we will be used is the implementation of a school wide positive behavior plan. The school-wide plan would include: incentives for students demonstrating desired positive behaviors, outreach to families regarding attendance and other EWS, mental health services, character education, and a system to monitor early warning sign data to intervene with students displaying at-risk behaviors.

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

If we implement, monitor and support practices that will foster a positive and supportive learning environment than attendance will increase. Additionally, building relationships with families increase communication and support from home to support students academically.

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.

Implement school-wide positive behavior plan which includes school-wide common expectations, positive behavior rewards, and response plan for discipline infractions.

Person Responsible: Juan Dillon (dillonj@lake.k12.fl.us)

By When: 8/10/23

Provide faculty and staff with professional development fostering resilient and healthy students through restorative practices.

Person Responsible: Janet Martinez (martinezj5@lake.k12.fl.us)

By When: 8/10/23 and ongoing with monthly check-ins with teachers

Provide faculty and staff with professional development on Restorative Practices and monitor for implementation of related practices.

Person Responsible: Andrie Peterkin (peterkina@lake.k12.fl.us)

By When: 8/07/23 and ongoing

Utilize services and staff such as our Mental Health Liaison, PASS teacher, and Counselors to provides supports around resiliency.

Person Responsible: Janet Martinez (martinezj5@lake.k12.fl.us)

By When: Ongoing

Leadership team and guiding will monitor EWS data and provide support and interventions to students and families when and where needed. We will look at school-wide EWS, but also disaggregating it by student groups, especially monitoring for improvement for our SWD, ELL, and Black student populations (ESSA).

Person Responsible: Terri Soos (soost@lake.k12.fl.us)

By When: Monitor monthly and ongoing

Work to increase parent involvement to improve home to school connection, including communicating more frequently regarding school updates, events, progress, and ways to get involved. Schedule "Afternoon Tea with Dr. Soos" which will focus on making families more knowledgeable about our school, with sessions focused on: attendance, EHES resources, understanding Beginning of the year data, Literacy and Math at Home, and Mental Health Services

Person Responsible: Terri Soos (soost@lake.k12.fl.us)

By When: Initial plan by 8/3/23 and ongoing

Monitor attendance EWS and EHES attendance concern form for students with frequent absences or tardies. Communicates with parents and administration regarding truancy concerns.

Person Responsible: Ashley Ward (warda1@lake.k12.fl.us)

By When: Monthly and ongoing

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).

Resources will be allocated to target the areas that are in most critical need of improvement (addressed in Section III), and will be monitored quarterly to determine impact on student performance and achievement (aligned with plan for monitoring in Section III).

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

According to the 2022-2023 end-of-year STAR Reading data, 51% of students ended the year at or above the benchmark level. In second grade specifically, only 41% end of students ended the year at/ above the benchmark. Through systematic phonics instruction, differentiated instruction informed by Fundations skills, coaching feedback cycles, and high expectations, we will ensure at least half of students in each grade level will end the year reading on level.

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

According to 2023 FAST ELA results, only 33% of our 3rd grade students and 40% of our fifth grade students were performing at grade level by the end of the year. Through collaborative planning utilizing the four critical questions, monitoring and responding to performance as it relates to our essentials standards, high expectations, differentiated instruction based on individual student needs, and high expectations,
student proficiency will increase to 50%, at minimum, for each grade level.

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

In K, 1st, and 2nd grades, at least half of all students will end the year reading at grade level.

Grades 3-5 Measurable Outcomes

We will improve performance in grades 3 and 5 and ensure that at least 50% of students score at a level 3 or higher.

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.

The area of focus will be monitored for improvement through:
-Learning walk trends and authentic literacy experiences
-K-2 foundational reading skills checklist progress
-WIN block data monitoring for improvement of proficiency in each WIN cycle
-Monitoring of Essential Standard proficiency
-Quarterly teacher data chats
-Quarterly student data chats

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

Soos, Terri, soost@lake.k12.fl.us

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?

The evidence based strategies to improve K-5 ELA proficiency include:
-Implementing high quality core curriculum (K-5 Wit and Wisdom, K-2 Fundations and Geodes) that is aligned to ELA BEST standards and support the ELA Expectations through high impact instructional moves
(instructional framework).
-ELA walk-to-intervention block, K-5, with opportunities for acceleration and remediation around specific priority standards.
-Implementation of Amira Learning program to support growth in student fluency
-Small-group instruction targeting student needs to accelerate learning
-Collaborative planning focused on the 4 critical questions of a PLC.

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?

With less than half of our students performing at a proficient level on ELA assessments in 2nd, 3rd, and 5th
grades, it is necessary to focus on strengthening our core instruction as well as intervention/acceleration opportunities to accelerating learning at a faster rate to move students closer towards grade level 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
Establish a plan and schedule for WIN intervention/acceleration block including cycle schedule, instructional materials, and plan for support. Create the plan with the Literacy Leadership team with critical standards in mind. Included in the plan will be a tools for data collection (pre-post), timeline for each standard, an instructional plan for remediation, recursive, and extension groups based on that specific critical standard, and a plan for continuous instruction and monitoring for those students who leave the WIN cycle still not proficient in the focus standard.	Purvee, Joy A., purveej@lake.k12.fl.us
Conduct data chats to monitor student learning data, and work with teachers and problem solving team to ensure all students are on track to meet end of year goal.	Soos, Terri, soost@lake.k12.fl.us

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.

Copies of the SIP and UniSIG budget will be disseminated to stakeholders via a link on the school's website and social media platforms (Facebook and Twitter). Copies will be placed in the front office, parent resource center, public libraries and disseminated during the Title I Annual meeting. To ensure goals are met, components of the SIP will be reviewed at monthly scheduled SAC meetings.

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))

We believe positive relationships and engaging parents, families, and community stakeholders in the education process is essential to improved academic success for students. We will foster and support active parent and family engagement so that the school and parents work together as partners in educating children.

To build positive relationships we will schedule and provide timely notice of School Advisory Council (SAC) and Parent Teacher Organization (PTO) meetings. Use social media platforms to notify and invite families and other key stakeholders of school-wide events and activities. Information is shared via the following platforms - Elementary School Website, Facebook, and school messenger.

Data Parent/Teacher Conferences - Teachers will discuss each child's assessment results, expectations and goals for the school year.

Literacy Night/ Curriculum Family Events - Parents will receive materials and modeling of activities that can be used in the home.

Afternoon Tea with the Principal– Topics shared with parents on how to support and help their child at home.

A Family School Liaison (FSL) – Link between the school and home. Family liaisons work in the schools and community to help families get the information and assistance they need to support their children and to ensure their academic success.

Title I Annual Meeting – Meeting to explain the Title I programs and the rights of parents to be involved.

School-Parent Compact - Outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.

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))

Schools should review school data to determine areas needing improvement and describe how those areas will be strengthened.

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))

This plan is developed in coordination with parents, community partners, staff and students. To gather input, we will send an end of the year survey to parents, community partners, staff, and students. Stakeholders also give input during SAC meetings and parent events held at the school.

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: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$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