

Lake County Schools

# Fruitland Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Fruitland Park Elementary School

304 W FOUNTAIN ST, Fruitland Park, FL 34731

<https://fpe.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.**

The mission of Fruitland Park Elementary is to provide every student with a safe learning environment and individual opportunities to excel so they are prepared for the next grade level.

#### **Provide the school's vision statement.**

Working in partnership with all stakeholders, Fruitland Park Elementary will provide all students with professionals dedicated to deepening their practices, resources appropriate for all learners, a strong research-based curriculum and an inclusive atmosphere that uses differentiation to reach the needs of all learners.

### 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
Brown, Dawn	Principal	<p>Leads and manages the development of personnel through training, in-service, and other professional development activities that are linked to student results and best instructional practices. Monitors and gives feedback to personnel on implementation of the district instructional framework and Marzano evaluation elements to grow instructional practice. Monitors student data as it pertains to performance on common formative assessments, unit assessments, and summative assessments through data chats with teacher teams during weekly PLTs.</p> <p>Directs and manages the guidance program, curriculum and master schedule to enhance individual student education and development based on student needs through intervention and acceleration opportunities. Monitors and gives feedback on the school's implementation of these opportunities. Monitors student data as it pertains to closing achievement gaps and accelerating in academics and behavior.</p> <p>Develops and participates in School Advisory Councils, Parent-Teacher Organization, and other community groups promoting the enhancement and development of school programs, develops positive school/community relations. Establish guidelines for desirable student conduct with respect to the district's student code of conduct. Monitor student data as it pertains to attendance, discipline, and failing grades.</p>
Dillow, Melissa	Assistant Principal	<p>Assists the principal in the implementation and monitoring of collaborative planning, data chats and promoting a positive culture and climate through active Supervision, monitoring the facilities, EWS data, including; Grades course failures, and discipline data, as well as bullying investigations.</p> <p>Assists in leading and managing the Health and Wellness Concerns of the school as well the nurse and custodial team to ensure a safe, clean and healthy environment for all students, faculty, and staff to work and learn in on a daily basis. Monitors student achievement and discipline, with a focus on grades K, 1, 4, VE. Leads the English Language Learners programs. Meets with teachers to make decisions on appropriate strategies to help ELL students acquire the language. Identifies students as needing to be in the ELL program and ensures that accommodations are implemented with fidelity to ensure their academic achievement.</p>
Tomassian, Clifford	Assistant Principal	<p>Assists the principal in the leading, administering, and monitoring of collaborative planning, classroom management, data chats and discipline with a focus on grades 2, 3, 5, and ISTB. Monitors EWS data, including attendance, discipline, grades and course failures as it pertains to student achievement in an effort to close achievement gaps and increase overall learning. Assists the principal in creating a safe learning environment for all as our School Safety Contact through active supervision and completing behavior threat assessments with the school Social Emotional Team. Assists the principal in providing targeted feedback to support teacher retention and academic achievement.</p>

Name	Position Title	Job Duties and Responsibilities
Carr, Sharon	Staffing Specialist	Supports the exceptional student education programs that are implemented at Fruitland Park Elementary with a focus on ensuring that the programs and teachers are within the Special Education IDEA compliance. Works with the ESE teachers and paraprofessionals to support the needs of students using both ACCESS Curriculum and the general education curriculum as provided by Lake County Schools and Florida Department of Education. Develops and ensures that all students with Individual Education Plans are receiving the listed and appropriate accommodations based on the team decisions during IEP meetings and Educational Meetings. Supports the ESE Support Facilitators and works to create an inclusive schedule that meets the appropriate times based on students FBA/BIP and IEP's. Completes assigned duties and conducts necessary and required IEP Meetings, ESE Professional Development, IDEA Compliance, FTE Data ESE, ESE Mentor, ESE Monthly Meetings.
Patrick-Doughty, Nakia	Other	Supports the social emotional learning of students through hosting Awareness Months, Career Day, Check-in Google Form, Group and Individual Counseling. Supports the ESE school specialist, parents, and students by creating and implementing Mental Health Plans on an as needed basis. The Mental Health Liaison supports students and academic achievement by ensuring their mental health needs are being met using needs assessments and participating in community outreach programs and working with the Mental Health Liaisons in the district. Works to create a crisis/prevention program.
Solois, Jamie	Other	Supports academic achievement through leading and monitoring the MTSS program. Works with the leadership team, teachers, and staff to implement interventions with fidelity and helps track student data to improve overall student achievement. Conducts individual, group, and classroom lessons to support the social emotional needs of students as it pertains to student learning. Supports behavior interventions and works with students to provide behavioral strategies that help students in their learning environment. Creates the testing schedule and calendar and implements all progress monitoring with fidelity.
Pariso, Rikki	Instructional Coach	Supports academic achievement using a Focused Literacy Instruction and leads literacy PD. Meets with the Problem-Solving Team to determine which students are needing additional support through a Multi-Tiered System of supports (MTSS) in an attempt to close achievement gaps for all students, including those in the ESSA subgroups. Works with and mentors teachers using coaching cycles based on learning walk data and data analysis with an emphasis on academic achievement. Facilitates collaborative planning -with a focus on ELA. Attends District Literacy Meetings to support the needs of the school and implement district initiatives



Name	Position Title	Job Duties and Responsibilities
Miller, Ellen	Instructional Coach	Supports academic achievement using the district adopted math curriculum and leads math PD. Meets with the Problem-Solving Team to determine which students are needing additional support through a Multi-Tiered System of supports (MTSS) in an attempt to close achievement gaps for all students, including those in the ESSA subgroups. Works with and mentors teachers using coaching cycles based on learning walk data and data analysis with an emphasis on academic achievement. Facilitates collaborative planning -with a focus on Math. Attends District Math Meetings to support the needs of the school and implement district initiatives Supports math intervention and works with the Math Title 1 Teacher Assistants to meet with targeted students to improve achievement.
Smith, Alicia	School Counselor	Supports academic achievement through leading and monitoring the MTSS program. Works with the leadership team, teachers, and staff to implement interventions with fidelity and helps track student data to improve overall student achievement. Conducts individual, group, and classroom lessons to support the social emotional needs of students as it pertains to student learning. Supports behavior interventions and works with students to provide behavioral strategies that help students in their learning environment. Creates the testing schedule and calendar and implements all progress monitoring with fidelity. Leads the English Language Learners programs and 504 programs. Meets with teachers to make decisions on appropriate strategies to help ELL students acquire the language. Identifies students as needing to be in the ELL program and ensures that accommodations are implemented with fidelity to ensure their academic achievement. Works with problem solving teams to decide if a 504 is necessary and to create a plan that will level the playing field for all students to help support their academic achievement.
Coleman, Katelynn	Science Coach	Supports academic achievement using the district adopted science curriculum and leads science PD. Meets with the Problem-Solving Team to determine which students are needing additional support through a Multi-Tiered System of supports (MTSS) in an attempt to close achievement gaps for all students, including those in the ESSA subgroups. Works with and mentors teachers using coaching cycles based on learning walk data and data analysis with an emphasis on academic achievement. Facilitates collaborative planning -with a focus on Science. Supports overall Science Achievement through creating engaging and relevant STEAM lessons and activities for all third through fifth grade teachers. Attends District Science Meetings to support the needs of the school and implement district initiatives

**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.

At the end of the 2022-2023 school year, data collected through stakeholder surveys, student academic performance, early warning systems, and collaborative stakeholder input sessions with SAC (School Advisory Council), PTO (Parent Teacher Organization), and Faculty/Staff was used to develop the school improvement goals. The school improvement plan is shared with faculty and staff at our beginning of the year welcome back meeting and again during the August SAC meeting and voted upon.

**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))

Leadership team members will monitor their portions of the school improvement plan on a continuous basis and will assess the effectiveness and impact it is having on academic achievement using data from school, district, and state formative and summative assessments. During weekly PLT meetings, quarterly data chats, MTSS meetings the team will review student and classroom walkthrough data to monitor the academic achievement of the students and will work to address the needs of the students as it pertains to students mastering the essential standards. After reviewing the data on a regular basis, the team will decide if their are action steps within the school improvement plan need to be revised to meet the needs of the students. Targeted feedback cycles will also be held with teachers to support academic achievement.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	52%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	42	40	36	56	43	39	0	0	0	256	
One or more suspensions	2	9	11	8	13	13	0	0	0	56	
Course failure in English Language Arts (ELA)	0	3	2	12	1	1	0	0	0	19	
Course failure in Math	0	1	1	9	5	1	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	48	44	27	0	0	0	119	
Level 1 on statewide Math assessment	0	0	0	42	33	47	0	0	0	122	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	90	73	62	0	0	0	225	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level 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	4	15	17	18	10	15	0	0	0	79

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	2	1	1	15	0	1	0	0	0	20
Students retained two or more times	0	2	1	3	4	1	0	0	0	11

## 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	36	25	37	29	35	29	0	0	0	191	
One or more suspensions	3	12	15	17	10	10	0	0	0	67	
Course failure in ELA	3	6	10	16	5	7	0	0	0	47	
Course failure in Math	3	0	6	12	4	6	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	47	35	42	0	0	0	124	
Level 1 on statewide Math assessment	0	0	0	39	35	53	0	0	0	127	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

**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	6	16	18	42	44	52	0	0	0	178

**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	10	1	0	0	0	0	11
Students retained two or more times	0	2	2	16	16	8	0	0	0	44

**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	36	25	37	29	35	29	0	0	0	191	
One or more suspensions	3	12	15	17	10	10	0	0	0	67	
Course failure in ELA	3	6	10	16	5	7	0	0	0	47	
Course failure in Math	3	0	6	12	4	6	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	47	35	42	0	0	0	124	
Level 1 on statewide Math assessment	0	0	0	39	35	53	0	0	0	127	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

**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	6	16	18	42	44	52	0	0	0	178

#### 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	10	1	0	0	0	0	11
Students retained two or more times	0	2	2	16	16	8	0	0	0	44

## 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*	37	47	53	44	50	56	40		
ELA Learning Gains				58			55		
ELA Lowest 25th Percentile				45			43		
Math Achievement*	49	55	59	48	46	50	45		
Math Learning Gains				54			37		
Math Lowest 25th Percentile				54			17		
Science Achievement*	45	52	54	43	52	59	41		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	50	61	59	61			50		

\* 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)**

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	212
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	13	Yes	4	1
ELL	30	Yes	2	1
AMI				
ASN				
BLK	30	Yes	4	1
HSP	38	Yes	1	
MUL	47			
PAC				

**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%
WHT	48			
FRL	39	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	39	Yes	1	
AMI				
ASN				
BLK	37	Yes	3	
HSP	53			
MUL	39	Yes	1	
PAC				
WHT	57			
FRL	46			

**Accountability Components by Subgroup**

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

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			49			45					50
SWD	5			14			25				4	
ELL	23			48			10				5	50
AMI												
ASN												
BLK	28			38			27				4	
HSP	37			46			32				5	44

## 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
MUL	47			47							2	
PAC												
WHT	42			57			62				4	
FRL	34			46			37				5	52

## 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	44	58	45	48	54	54	43					61
SWD	16	42	38	20	54	54	18					
ELL	23	60	45	27	42		17					61
AMI												
ASN												
BLK	27	48	36	33	43	60	14					
HSP	42	68	58	45	63	50	43					57
MUL	37	27		47	45							
PAC												
WHT	55	64	48	58	57	57	59					
FRL	34	53	43	39	50	53	32					60

## 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	55	43	45	37	17	41					50
SWD	17	29	29	14	17	18	10					
ELL	24			24								50
AMI												
ASN												
BLK	22	45	45	30	23	8	22					
HSP	36			43			10					50
MUL	33			33								
PAC												
WHT	51	57		56	52		61					



## 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
FRL	32	55	45	39	38	22	32					47

**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	50%	52%	-2%	54%	-4%
04	2023 - Spring	38%	54%	-16%	58%	-20%
03	2023 - Spring	30%	50%	-20%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	62%	-7%	59%	-4%
04	2023 - Spring	52%	59%	-7%	61%	-9%
05	2023 - Spring	43%	55%	-12%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	52%	-8%	51%	-7%

**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.**

Third Grade FAST ELA data showed the lowest performance at 30% proficient. Lack of phonics skills and oral reading fluency words correct per minute contribute to the low performance. Until students can read accurately and fluently, they will not be able to show true comprehension skills. Instructional practice with phonics and oral reading fluency. Tracking and monitoring student progress with reading fluency and progress on essential comprehension standards.

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

Third Grade FAST ELA showed the greatest decline from 40% proficient the prior year to 30% proficient this year, a 10% decline.

**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.**

Third Grade FAST ELA data had the greatest gap when compared to the state average: 3rd Grade 30% proficient versus state average of 50% proficient, a 20% difference.

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

Third grade FAST Math showed the most improvement from 47% proficient last year to 54% proficient this year. New actions our school took was implementation of the PLC framework with a focus on planning for essential standards, monitoring student progress on those essential standards, and implementing intervention and acceleration on those essential standards.

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

Based on the EWS data from Part I, one area of potential concern is third and fourth grade ELA. Last year there were 48 third grade students that scored a level 1 on the statewide ELA assessment. In addition, 90 third grade students were said to have substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. In fourth grade, there were 44 students that scored a level 1 on the statewide ELA assessment. In addition, 73 students were said to have substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.

Another area of concern is student attendance. According to last year's data 256 students were absent for 10% or more days across all grade levels.

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

Our highest priorities for school improvement are increasing instructional practice to raise ELA proficiency addressed through benchmark aligned instruction and intervention/acceleration based on essential standards per grade level with emphasis on 2nd, 3rd, and 4th grade ELA; increasing student attendance across all grade levels; increasing proficiency across all ESSA subgroups with emphasis on students with disabilities (SWD) and students in the black subgroups.

### 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.

The area of focus was identified as a crucial need from reviewing student achievement data from progress monitoring assessments as it relates to proficiency in ELA, Math, and Science. According to PM 3 FAST ELA data, 30% of third grade students were proficient, 38% of fourth grade students were proficient, and 50% of fifth grade students were proficient in reading. According to PM 3 FAST MATH data, 54% of third grade students were proficient, 52% of fourth grade were proficient, and 43% of fifth grade students were proficient in math. According to 5th Grade FSSA Science Assessment, 44% of students were proficient in science. ESSA subgroup data showed that Students with Disabilities, English Language Learners, Multiracial students and Black/African American students were not meeting proficiency target and are under performing. A committed staff and professional development for teachers to improve quality of instruction in CORE Essential Standards and positively impact student achievement. Through weekly collaborative professional learning time focused on essential standards for ELA, Math, and Science and what students need to learn, aligning curriculum, common formative assessments, and instructional strategies, teachers' instructional practice will be aligned to standards and impact student achievement.

**Measurable Outcome:**

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

The measurable outcome to be achieved:

3rd Grade ELA Proficiency increase from 30% to 50%.

4th Grade ELA Proficiency increase from 38% to 50%.

5th Grade ELA Proficiency increase from 50% to 60%.

3rd Grade Math Proficiency increase from 54% to 60%.

4th Grade Math Proficiency increase from 52% to 60%.

5th Grade Math Proficiency increase from 43% to 50%.

5th Grade Science Proficiency increase from 44% to 54%.

Students with Disabilities ELA proficiency will increase from 35% to 41%.

English Language Learners ELA proficiency will increase from 39% to 41%.

Multiracial students ELA proficiency will increase from 37% to 41%.

Black/African American ELA proficiency students will increase from 37% to 41%.

**Monitoring:**

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

The area of focus will be monitored through collaborative planning minutes/input, classroom walkthroughs, student progress monitoring,

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

Utilizing the Professional Learning Communities Framework- identify what students need to learn as it relates to essential standards and learning targets to meet the rigor of the standard, aligning curriculum to the essential learning, creating common formative assessments to monitor student progress with essential standards, and analysis of data to identify students needing intervention and acceleration opportunities.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Based on learning from Solution Tree's PLC High Impact Teams Conference and alignment of these practices within Lake County Schools District Instructional Framework, teachers need a clear understanding of focus on learning, collaboration, and focus on results as it relates to what students need to learn, how we will know if they learned it, what will we do for those who are struggling, and what will we do for those who have already learned it. By utilizing a planning cycle that addresses these questions as they relate to essential standards, common formative assessments, and monitoring student progress as a collaborative professional learning community, teachers will improve instructional practices aligned to benchmarks.

### **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.

Professional development on collective commitments, norms, essential standards, common formative assessments, tracking progress and planning for intervention/acceleration opportunities.

**Person Responsible:** Melissa Dillow (dillowm@lake.k12.fl.us)

**By When:** By end of first nine weeks, implementation ongoing.

Weekly PLT collaborative planning sessions focused on essential standards, common formative assessments, and progress monitoring as related to ELA, Math, and science facilitated by team leader and instructional coaches. Minutes and input recorded by teams.

**Person Responsible:** Rikki Parisoe (parisoer@lake.k12.fl.us)

**By When:** weekly, ongoing.

Classroom learning walks conducted by leadership team collecting evidence of planning elements implemented in classroom instruction using learning walk tool.

**Person Responsible:** Dawn Brown (brownd@lake.k12.fl.us)

**By When:** Week 1 and ongoing.

Progress monitoring/data analysis as it relates to achievement data and common formative assessments.

**Person Responsible:** Clifford Tomassian (tomassianc@lake.k12.fl.us)

**By When:** Every 2 weeks, ongoing.

## #2. Instructional Practice specifically relating to Intervention

### Area of Focus Description and Rationale:

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

The area of focus was identified as a crucial need from reviewing the Early Warning Systems data and the ESSA subgroup data. According to the Early Warning Systems data, there were 47 third graders, 35 fourth graders, and 42 fifth graders that received a level 1 on the FAST ELA Assessment and 39 third graders, 35 fourth graders and 53 fifth graders that received a level 1 on the FAST Math Assessment. Furthermore, there were 90 third graders, 73 fourth graders and 62 fifth graders with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. The data also showed that Students with Disabilities, English Language Learners, Multiracial students and African American Students were not meeting the target and were underperforming. Through weekly professional learning team time teachers and common formative assessments will plan and deliver data-driven, small group interventions and tutoring that is targeted, academic, and research based for struggling students as well as provide opportunities for acceleration for students showing mastery of the grade level essential standards.

### Measurable Outcome:

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

By focusing on school-wide, data-driven, researched based interventions and accelerations during WIN time and class time, we expect to see proficiency in ELA and Mathematics increase. Students with disabilities will increase from 35% to 41%, English Language Learners will increase from 39% to 41%, African American Students will increase from 37% to 41% and Multi-Racial students will increase from 37% to 41% based on evidence from FAST Progress Monitoring, I-Ready Reading and Math and ESSA Sub-group data.

### Monitoring:

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

The area of focus will be monitored for the desired outcome during collaborative team time, quarterly data chats with teachers, interventionist, administrators, instructional coaches and MTSS support. We will review the data from the progress monitoring tools and common formative assessments to determine if the interventions/acceleration set in place are meeting the needs of all learners and decide if students have shown mastery. If students have shown mastery aligned to the essential grade level standard, the team would discuss the next steps and what intervention/acceleration group would continue to help the student grow academically.

### Person responsible for monitoring outcome:

Melissa Dillow (dillowm@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.)

Implementation of Foundations Intervention lessons, Magnetic Reading and I-Ready Toolkit will be utilized to for the intervention focus of phonics and phonemic awareness. Rosetta Stone will be utilized with our non English Speaking ELL students to help with English Language acquisition along with support from an ELL Teacher Assistant. Additional academic daytime tutors will be hired to support during intervention blocks to support with ELA and Math interventions through use of SAI funds. After-school tutoring will be provided to students through use of Title I funds. Bi-monthly progress monitoring by the teacher and interventionist will determine proper placement. Implementation of LLI groups and running records will be used to increase comprehension and fluency of struggling students during WIN time. Bi-monthly data will be analyzed to determine the effectiveness and proper placement of students within the program.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing, monitoring, and supporting student achievement through intervention and acceleration and using Foundations, LLI, I-Ready, Magnetic Reading, and REVEAL during WIN time, Class time and before and after school tutoring, we will see an increase in both Math and ELA student achievement across all sub-group. Students will be provided with opportunities to receive support in the areas that are most needed based on individual student data.

**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.

Schedule will be created to screen targeted students in phonics, phonemic awareness, and fluency based on FAST Progress Monitoring, I-Ready using appropriate screeners.

**Person Responsible:** Rikki Parisoe (parisoer@lake.k12.fl.us)

**By When:** The screening process will start beginning the first full week of school and will be ongoing based on progress monitoring data.

Intervention and Acceleration groups will be created based on progress monitoring data using FAST, I-Ready, Common Formative Assessment. Groups will be assessed bi-monthly and groups will be fluid.

**Person Responsible:** Rikki Parisoe (parisoer@lake.k12.fl.us)

**By When:** Beginning during the first full week of school and will be ongoing.

Training for all relevant personnel in LLI, Foundations Interventions, I-Ready Toolkit, and REVEAL.

**Person Responsible:** Melissa Dillow (dillowm@lake.k12.fl.us)

**By When:** First Month of school and ongoing as needed

FPE will utilize the LLI program and/or Foundations, when appropriate for small groups to support vocabulary, comprehension, phonics, phonemic awareness, and fluency as identified as areas of need for our students with

**Person Responsible:** Rikki Parisoe (parisoer@lake.k12.fl.us)

**By When:** First Month of school

Weekly progress monitoring will be done with formative assessment to monitor the effectiveness of the interventions and accelerations provided.

**Person Responsible:** Melissa Dillow (dillowm@lake.k12.fl.us)

**By When:** Weekly, beginning the August 15th.

Professional Development delivered to faculty and staff on MTSS protocols and expectations.

**Person Responsible:** Melissa Dillow (dillowm@lake.k12.fl.us)

**By When:** First Month of school

Analyze student data on math essential standards, i-Ready diagnostic, and Progress Monitoring assessments and create groupings for intervention based on student needs in math. Provide intervention instruction using resource based materials from REVEAL and i-Ready by intervention teacher and teacher

assistants. Progress monitor student growth through ongoing formative assessments in math on deficient skills.

**Person Responsible:** Ellen Miller (millere1@lake.k12.fl.us)

**By When:** Week 4 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.

The area of focus was identified as a crucial need from reviewing the Early Warning Systems data and the ESSA subgroup data. By setting high expectations, faculty and staff will create a school culture and climate where positive relationships are developed between all stakeholders, student and teacher collective efficacy are developed and students and families are welcomed and engaged in learning together. This area of focus was identified as a critical area of need because EWS data showed high students tardies, repeat students with low attendance, correlating with low academic growth as well as teacher turnover the past three years.

Teacher retention as well as relationships between adults on campus will be addressed by creating a new purpose, vision and collective commitments as well as each grade level creating a set of norms for their PLT time that are agreed upon by consensus vote within the team which a group of 17 faculty members learned about at the Summer PLC Institute on High Performing Teams.

**Measurable Outcome:**

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

By focusing on a positive culture and climate and monthly meetings with our EWS team, students with absences >10% (270 students) will drop decrease by at least 10%. Of the 270 students, 51 are Black/African American, 22 are Multi-Racial, 12 are English language learners (Asian and Hispanic) and 59 are students with disabilities that include Black/African American, Caucasian, Hispanic and Multi-Racial.

Teacher absences will also decrease by 10%. This will be monitored monthly by reviewing student performance/attendance data. The area of focus was identified as a crucial need from reviewing the Early Warning Systems data and the ESSA subgroup attendance by the EWS team, phone calls home, home conducting home visits, classroom incentives, implementing our new PBIS system, and celebrating student achievement (academically and behaviorally).

**Monitoring:**

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

For student climate and culture we will be tracking EWS data (absences, tardies, suspensions, referrals), home visits will be completed by our social worker to help with communication and attendance concerns in an effort to increase attendance of the students with >10% absence rate, tracking LSA quarterly assessments, tracking students who earn different celebrations (i-ready parties ELA/Math, Soaring students, Challenger Store experiences, no referral parties), attending PLT time and collecting feedback from quarterly culture and climate surveys to stakeholders.

For adult climate and culture, administration will be more present in classrooms, and provide targeted feedback to teachers. Administration will also look for more shared leadership opportunities and provide time for professional development as well as more inclusive roles and responsibilities. Using this year's testing and communication calendar our goal is for clear communication throughout the year and high expectations that are shared among all faculty and staff. Leadership will do informal bi-weekly check-ins where we share our observations and any areas of concerns. Formal quarterly monitoring will be conducted utilizing PLC surveys related to collaborative planning, guiding coalition, and climate/culture each quarter.

**Person responsible for monitoring outcome:**

Clifford Tomassian (tomassianc@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 use the evidence based strategy of Restorative Practices, in conjunction with the Harmony curriculum, this will be implemented and monitored by our Student Support Team, Ms. Patrick-Doughty, Ms. Solois and Ms. Smith. The PASS teacher, Ms. McCullough, will conduct lessons using Harmony and Restorative Circles in addition to providing academic supports and intervention/acceleration.

As a Title I school we will host monthly family engagement nights where parents can engage in learning with their child and become a part of their educational journey, to include an ELL Parent Night.

We are also revamping our PBIS program with incentives for displaying a S.O.A.R.ing character traits (show respect, order and safety, academic achievement, & responsibility), celebrating academic success (i-ready parties) as well as success for student behavior (no referrals). All school personnel will be trained on PBIS and School-Wide Expectations. PBIS Beginning of Year and Middle of Year Assemblies will be held with students to establish and remind of school-wide expectations.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By utilizing the Harmony curriculum and the use of Restorative Practices, teachers and students will be empowered with problem-solving skills using effective communication skills and building connections to resolve conflict, resulting in an increase in student engagement with learning. Harmony and Restorative Practices will both be utilized within the PASS classroom as the curriculum piece to create resilient and health students. This will decrease the number of disciplinary issues within classroom lessons and increase student attendance, resulting in higher academic student achievement. By monitoring grades and course failures each quarter, interventions can be put into place to help reduce the number of students at risk. By holding monthly family nights, we expect to build positive relationships among all school stakeholders, from student and families to cafeteria, custodians and teachers, with each person collectively contributing to a culture of belonging and success for all. By implementing a school-wide PBIS program, clear expectations will be established and consistency established for our students and faculty/ staff will feel supported, as well.

**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.

Ongoing professional development will be provided by the district on Restorative Practices and PBIS and will then be implemented in the classroom.

**Person Responsible:** Alicia Smith (smitha9@lake.k12.fl.us)

**By When:** Ongoing throughout the school year.

Ongoing professional development will be provided by the district on Harmony curriculum. Teachers will use Harmony curriculum weekly and Restorative Circles daily to improve student efficacy.

**Person Responsible:** Nakia Patrick-Doughty (patrickdoughtyn@lake.k12.fl.us)

**By When:** Harmony - Wednesdays throughout the school year. Restorative practices - daily.

EWS data will be reviewed at monthly meetings and teachers will provide input, monitoring and supporting students identified at risk.

**Person Responsible:** Clifford Tomassian (tomassianc@lake.k12.fl.us)

**By When:** Ongoing throughout the school year.

We will use PBIS and Challenger Cash to celebrate positive behaviors each week. This will include a standard Challenger Store prizes monthly as well as experiences students can purchase such as Halloween Bingo or a Glow Party which they can purchase with challenger cash.

**Person Responsible:** Jamie Solois (solisj@lake.k12.fl.us)

**By When:** Ongoing throughout the school year.

Learning walks (10 per administrator weekly) and targeted feedback cycles, provide opportunities for leadership tasks during Wednesday PD days, share and update the FPE testing and communication calendar throughout the year.

**Person Responsible:** Clifford Tomassian (tomassianc@lake.k12.fl.us)

**By When:** As needed throughout the year.

### 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).

Our leadership team reviews student performance data and identified areas where we wanted to focus our resources. After reviewing school data resources are prioritized based on the needs of our students. Our ELL students scored below 41% in reading last year. We will provide our ELL students with a full time ELL Teacher Assistant as well as after school ELL tutoring. In August we will also host an ELL Family night. This year we retained 15 third grade students after PM3 and our focus is to ensure all of our third and fourth grade students are reading by the end of the year. Coaches will be used to screen students using the Leveled Literacy Intervention screeners and students will be placed in intervention with coaches, interventionists and teacher assistants who are trained in reading intervention. Our black students also scored below 41% in reading. We will also have professional development for our teachers on how to better understand all of our students who are economically disadvantaged and may not have the support at home that other students have.

### 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**

Instructional practice related to reading foundational skills with decoding and reading fluency at grade appropriate level.

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

Instructional practice related to oral reading fluency and comprehension at grade appropriate 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**

50% of students will score at or above proficiency level as evidenced by i-Ready and/or STAR Literacy Assessments by End of Year.

**Grades 3-5 Measurable Outcomes**

50% of students will score at or above proficiency level as evidenced by i-Ready and/or PM 3 FAST ELA Assessment.

**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.

K-2 Reading Foundational Skills will be monitored by quarterly progress monitoring on diagnostic and progress monitoring assessments. Students performing grade expected levels will work in small groups on deficient skills and progress will be tracked through Foundations assessments and growth with oral reading fluency.

3-5 Reading Fluency and Comprehension Skills will be monitored by quarterly progress monitoring on diagnostic and progress monitoring assessments. Students performing below grade level will work in Tier 2 or Tier 3 groups on specific reading skills to increase reading fluency and comprehension. Progress will be monitored through even lessons of LLI or Amira Reading.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Parisoer, Rikki, parisoer@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?

K-2 Foundations, Geodes, Wit & Wisdom- aligned to BEST Standards to include phonics, reading fluency, and comprehension. Intervention with Foundations Intervention and Amira Learning.

3-5 Wit & Wisdom, Foundations-Phonics, and LLI-Reading Fluency and Comprehension- aligned to BEST Standards. Intervention with Foundations Intervention and Amira Learning.

### **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?

The programs address the need by teaching explicit phonics instruction, high frequency words, and reading fluency.

**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
Diagnostic Screening of students performing at Level 1 in grades 3-5 or one or more grade levels behind on PM 1 Assessments to determine instructional reading levels of students and needs.	Parisoer, Rikki, parisoer@lake.k12.fl.us
Tier 2 Intervention groups within classroom instruction provided by teacher or teacher assistant 2-3 times a week for up to 60 minutes to include practice with phonics, reading fluency, and comprehension.	Parisoer, Rikki, parisoer@lake.k12.fl.us
Tier 3 Intervention Groups provided during intensive instructional block by School Based Reading Endorsed Intervention Teacher or Support using Foundations for phonics and LLI for reading fluency and comprehension. Frequent progress monitoring, every 2 weeks, on wcpm and comprehension. Amira Learning in addition to this intervention.	Parisoer, Rikki, parisoer@lake.k12.fl.us
Professional Development with Fluency in Grades K-5, phonics strategies for decoding, and Amira Learning.	Dillow, Melissa , dillowm@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.

At the end of the 2022-2023 school year, data collected through stakeholder surveys, student academic performance, early warning systems, and collaborative stakeholder input sessions with SAC (School Advisory Council), PTO (Parent Teacher Organization), and Faculty/Staff guides the creation of school improvement goals and creation of our Title I plan, budget, and family engagement plan for the 2023-2024 school year. The school improvement plan is shared with faculty and staff at our beginning of the year welcome back meeting. The plan is shared at the August SAC meeting and voted upon. At our

Title I Annual Meeting and Open House Night, the plan and budget are shared with stakeholders in attendance. The plan will be posted on our school's webpage and a link shared on our school social media pages for the public to view the finalized plan in multiple languages. We will host an ELL and ESE Parent Night. where the plan will also be shared with families.

**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))

Our school plans to build positive relationships with parents, families, and stakeholders by communicating often about upcoming school activities through monthly newsletters, event flyers, social media platforms, and posting on our school webpage. Our Family Engagement Plan is made publicly available on our Fruitland Park Elementary School webpage. Family engagement nights will be held throughout the year to inform stakeholders about B.E.S.T. Benchmarks by Grade Level, F.A.S.T. progress monitoring assessments and student progress on these assessments, promoting and supporting their child with literacy, math, and science, and how to support students with disabilities and students that are second language learners. Parent conference nights will be held in the fall for all students. Parents may schedule a conference with their child's teacher or school administrators at any point in the year to address student needs. Progress monitoring data, progress reports, and report cards will be printed and distributed to all students to inform parents of student progress. Newsletters, School Messenger Call Outs, Social Media posts, and School webpage will keep families informed of all upcoming important dates. Our school will use Restorative Practices and Positive Behavior Intervention Systems (PBIS) to promote a positive atmosphere where students are supported and parents are informed.

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

Our school is a Professional Learning Community committed to increasing instructional practice using research based strategies as stated on Lake County School's District Instructional Framework building a common understanding of Florida's B.E.S.T. Benchmarks, aligning state adopted curriculum, developing and implementing common formative assessments on essential standards, tracking student progress on essential standards, and developing intervention and acceleration plans based on student data through weekly collaborative planning sessions. Our school's master schedule is created to maximize instructional time and allow for 30 minute intervention/acceleration blocks four days a week. During the 30 minute intervention block, additional academic and human resources will be provided to differentiate instruction to meet students' academic and behavioral needs. In addition, tutoring will be provided before, during, and after school for students not meeting proficiency goals. Content area coaches will mentor teachers and complete coaching cycles to support teachers with instructional strategies.

**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 and integration of Federal Programs by collaborating with departments within our district and aligning and disseminating resources to support our overarching goals. Departments with which we collaborate to create a plan that is inclusive to support all needs are as follows: Title I, ELL, FIT, ESE, Mental Health, and VPK.



**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))**

Our school has two guidance counselors and a Mental Health Liaison who are available daily to support students across the school. Restorative Practices, Sanford Harmony, LEAPS, and PBIS are led by our counselors and mental health liaison. Teachers may refer students to the Mental Health Liaison, who will reach out to families and connect with resources within and/or outside our school, as applicable. Individual and group counseling sessions are provided after parents have signed consent for this support. Classroom guidance lessons will be provided by Guidance Counselors to support Character Education. Our school social worker works closely with administration and student services department to ensure students are attending school regularly and have the resources needed for success by conducting phone calls and home visits. Our school psychologist works to collect data from students to gain a deeper understanding of needs outside of academic subject areas and disseminates that information to our school team. Our Family School Liaison (FSL) conducts community outreach to secure supplies, clothing, and food items to further support our students. The FSL also manages the Family Resource Center, where students and parents can come and receive items to meet their basic needs, in addition to academic resources.

**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))**

Our school coordinates with our feeder pattern schools, Carver Middle School and Oak Park Middle School, to support the transition of our 5th grade students to middle school. Information on transition to middle school and orientations is shared out through event flyers, social media posts, school call-out system, and school webpage. Bus transportation is provided during the school day for students attending Oak Park Middle School to travel to the school as a field trip opportunity to share learning opportunities their school has available. Our school counselors will support students and families with selecting courses and communicating scheduling needs to the receiving school.

**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).**

Our school implements Positive Behavior Intervention Systems (PBIS) as our school wide behavior expectation program. Professional development is provided for faculty and staff on PBIS, Restorative Practices, and Sanford Harmony. An assembly with students is conducted at the beginning of the year to share school-wide expectations. Teachers set clear expectations and review with their class daily. If problem behavior occurs, teachers and problem solving team meet to determine the function of the behavior to create an intervention plan to address the problem behavior. If the problem persists, alternative interventions are considered, along with further evaluation from experts to help determine next steps to support the student. If determined by the team, a Behavior Intervention Plan and/or Individual Education Plan will be developed. Early Warning Systems, EWS, data is reviewed monthly as related to attendance, discipline, failing grades, and suspensions as a way to monitor trends across the school and develop school-wide plans to address overarching school goals. Our PBIS program utilizes Challenger Cash to recognize students making positive behavior choices. Our school's Challenger Store will be open at scheduled times for students to redeem Challenger Cash for incentive prizes.

**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))**

Professional learning provided to teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers are as follows:

Attendance by administration, leadership, and instructional teachers at the PLC High Impact Teams Conference by Solution Tree provided professional development on Professional Learning Communities, establishing mission/vision/collective commitments/norms, essential standards, common formative assessments, intervention, and acceleration. The attendees of this conference will provide professional learning to our faculty on these items to build capacity across our school.

Professional Learning Teams will further professional learning with essential standards and common formative assessments through weekly collaborative sessions.

Instructional coaches will facilitate professional learning through monthly Challenger Academy sessions with new teachers to support their needs.

Instructional coaches will conduct coaching cycles with teachers to promote growth with instructional practices that impact student achievement.

Paraprofessionals will participate in professional learning related to intervention using Foundations, Geodes, Wit & Wisdom, LLI, i-Ready, and Magnetic Reading to support students with interventions.

Professional learning on Child Abuse, Bullying, Suicide Awareness, Youth Mental Health is required by all staff in the school.

**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))**

Our school hosts two VPK programs to support preschool children with the transition from early childhood education programs to our elementary program. Mission to Kindergarten is an event in the spring to recruit upcoming Kindergarten students who will attend our school and share information to assist families with registering their child and ensuring they are ready to start school. Community outreach to local daycare and church programs is provided by our Family School Liaison, along with flyers and posts on social media and school webpages. Our school coordinates with the Early Childhood Learning Coalition and district VPK program specialist to facilitate this transition.

## 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				\$135,407.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	3901	0101 - Fruitland Park Elem. School	Title, I Part A		\$10,000.00
			<i>Notes: Printing for instructional materials aligned to benchmarks</i>			
	5100	5200	0101 - Fruitland Park Elem. School	Title, I Part A		\$5,824.00
			<i>Notes: Supplemental ELA resource for grades 3-5 aligned to benchmarks. Curriculum Associates- Magnetic Reading</i>			



	5100	5200	0101 - Fruitland Park Elem. School	Title, I Part A		\$2,305.00
			<i>Notes: Supplemental Science Resource for grade 5 aligned to science benchmarks. J&amp;J Science Bootcamp</i>			
	6400	1300	0101 - Fruitland Park Elem. School	Title, I Part A		\$52,728.90
			<i>Notes: Content Area Coach to support teachers with instructional strategies and understanding curriculum/benchmarks for Math. Provide extra support for students in math and reading.</i>			
	6400	1300	0101 - Fruitland Park Elem. School	Title, I Part A		\$53,125.80
			<i>Notes: Literacy Coach to support teachers with instructional strategies and understanding curriculum/benchmarks for ELA. Provide extra support for students in reading.</i>			
	6400	3350	0101 - Fruitland Park Elem. School	Title, I Part A		\$599.95
			<i>Notes: Professional Development-Registration for Professional Learning Communities with Solution Tree- Instructional Personnel</i>			
	7730	3350	0101 - Fruitland Park Elem. School	Title, I Part A		\$599.95
			<i>Notes: Professional Development-Registration for Professional Learning Communities with Solution Tree- Administration</i>			
	6400	5310	0101 - Fruitland Park Elem. School	Title, I Part A		\$8,261.00
			<i>Notes: Out of county travel expenses for 17 attendees at the 2023 PLC High Impact Teams Professional Development.</i>			
	7730	3310	0101 - Fruitland Park Elem. School	Title, I Part A		\$1,963.00
			<i>Notes: Out of county travel expenses for attendees at the 2024 PLC Professional Development.</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Intervention</b>				<b>\$240,268.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	1500	0101 - Fruitland Park Elem. School	Title, I Part A		\$164,107.00
			<i>Notes: Five teacher assistants to support intervention of students in K-5 in reading and math.</i>			
	6100	1300	0101 - Fruitland Park Elem. School	Title, I Part A		\$70,211.00
			<i>Notes: Intervention Teacher to provide intervention to students in the bottom quartile or Tier 3.</i>			
	6300	1930	0101 - Fruitland Park Elem. School	Title, I Part A		\$5,950.00
			<i>Notes: Writing Teams to analyze data and develop intervention/acceleration lessons based on student need to close achievement gaps.</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$42,175.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	1600	0101 - Fruitland Park Elem. School	Title, I Part A	100.0	\$31,510.00

			<i>Notes: Family School Liaison to support family engagement and community outreach to support student academic needs.</i>			
	6150	1930	0101 - Fruitland Park Elem. School	Title, I Part A		\$2,264.00
			<i>Notes: Teachers instructing parent workshop to support transition to Kindergarten.</i>			
	6150	3300	0101 - Fruitland Park Elem. School	Title, I Part A		\$300.00
			<i>Notes: Family School Liaison Travel</i>			
	6150	3690	0101 - Fruitland Park Elem. School	Title, I Part A		\$2,999.00
			<i>Notes: Electronic communication newsletter to support family engagement.</i>			
	6150	5100	0101 - Fruitland Park Elem. School	Title, I Part A		\$5,102.00
			<i>Notes: Materials and supplies for family engagement events.</i>			
<b>Total:</b>						<b>\$417,850.60</b>

### Budget Approval

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

Yes