Leesburg Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Leesburg Elementary School

2229 SOUTH ST, Leesburg, FL 34748

https://lel.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.

Ensuring Achievement, Learning, and Leadership for ALL.

Provide the school's vision statement.

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

School Leadership Team, 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
Jordan, Susan	Principal	Academic Support Team Meetings Guiding Coalition Meetings Media Contact/ News Releases Leave Request Approval Instructional (H.R.) PTO/SAC Fundraisers Master Schedule Professional Development Faculty Meetings TEAM Evaluations School Budgets Grade Change Verification School Messenger Collaborative Planning K-5 Master Calendar Absences and Coverages
Anderson, Julie	Assistant Principal	TEAM Evaluations Teacher Induction Support Kiwanis Club Professional Development Duty (Active Supervision) SIP Collaborative Planning K & 1st grades Student Grades K & 1st grades Progress Monitor K and 1st grades Lesson Plans K & 1st grades Grades Guiding Coalition (co-chair) Tech Admin Health Coordinator HealthCare Consent Forms BTA - Behavior Threat Assessment Team School Data Testing Guidance/Homeless ESOL School Personnel Awards
Sidoruk, Jason	Assistant Principal	School Safety SESIR Contacts Field Trips Professional Development SIP TEAM Evaluations Historian Textbooks

Name	Position Title	Job Duties and Responsibilities
		WAAG (Week at a Glance) & STAAG (Standards at a Glance) Collaborative Planning 2nd & 3rd grades Student Grades 2nd and 3rd grades Progress Monitor 2nd and 3rd grades Lesson Plans 2nd and 3rd grades Teacher Assistants (HR) Car Riders Title 1 PFEP School Compact Custodians The All in 1 Sheet - The Hub for all school-wide systems is the place that all faculty and staff can visit to click on a link to obtain the resources for all of our school-wide systems. Writing Teams Teacher Mentors BTA - Behavior Threat Assessment Team
Christ, Deborah	Staffing Specialist	MTSS III Retention Meetings ESE Professional Development Articulation ESE Contact & Records (IEPs) IDEA Funds Placements (Laws & Compliance) Attendance Meetings (ESE) Disability Awareness EWS/PST Team Learning Walks (ESE Classrooms) ESE Prof. Development BTA - Behavior Threat Assessment Team
Dejarlais, Alexa	Reading Coach	Collaborative Planning Model Lessons Coaching Cycle Literacy Week Curriculum Nights- Literacy I-Ready & FAST Data (K-2 ELA) Professional Development i-Ready Testing Schedule Learning Walks Data Analysis/Progress Monitoring MIPs - Master Inservice Points - Provides documentation for professional learning for teachers certificate renewal
Mauriell, Christy	Reading Coach	Collaborative Planning Model Lessons

Name	Position Title	Job Duties and Responsibilities
		Coaching Cycle Literacy Week Curriculum Nights- Literacy i-Ready Contact I-Ready & FAST Data (3-5 ELA) Professional Development i-Ready Testing Schedule Learning Walks Data Analysis/Progress Monitoring Facebook/Twitter Write Score
Pollock, Kristal	Math Coach	Collaborative Planning Model Lessons Coaching Cycle Curriculum Nights- Math/Science I-Ready & FAST Data (K-2 Math) Professional Development i-Ready Testing Schedule Learning Walks Data Analysis/Progress Monitoring
Scovack, Kristin	Other	MTSS Interventions Teachers MTSS Teacher Assistants MTSS Progress Monitoring Retention Meetings MTSS Professional Development New Teacher Coaching SIPPS & LLI Intervention Lead EWS/PST Team Data Chats Learning Walks
Williams, Sharon	School Counselor	MTSS/Behavioral Interventions 504 Retention Meetings DCF Contact Attendance Meetings/ Data Articulation Honor Roll Awards Ceremony Individual/ Group Counseling Homeless Liaison Bully-Proofing Your School ESOL EWS/PST Team

Name	Position Title	Job Duties and Responsibilities
		WIDA 5th Promotion
Games, Jessica	Other	Collabortive Planning ESOL Teacher Assistans Assist with ESOL Meetings Learning Walks ESOL Professional Development Testing Coordinator
Rodriguez Nater, Liza	School Counselor	MTSS/Behavioral Interventions 504 Retention Meetings DCF Contact Attendance Meetings/ Data Articulation Honor Roll Awards Ceremony Individual/ Group Counseling Homeless Liaison Bully-Proofing Your School ESOL EWS/PST Team WIDA
Kladiva, Kristen	Assistant Principal	School Plus Leader In Me - Synergy Squads (Faculty and Staff Commitees) EWS/PST Business Partners TEAM Evaluations Professional Development Bus Discipline Evening Events SIP Website and Facebook ESE Collaborative Planning 4th and 5th grades Student Grades 4th and 5th grades Progress Monitor 4th and 5th grades Lesson Plans 4th and 5th grades MTSS Intervention Team SAI Clubs Attendance

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 Leadership Team is responsible for collecting and disaggregating school data by our ESSA Subgroups. With two of our ESSA Subgroups falling below the Federal Index, and several subgroups being on the border of falling below the Federal Index, programs used to support students in Tier 2 and Tier 3 Intervention were carefully selected based on students' performance on the SIPPS Screener. Students' results from the screener was used to identify which students will receive support by using LLI, SIPPS, and BEST Standards.

Overall Federal Index - All students 46
Total Number of Subgroups Missing the Target: 2 - SWD (37%) and Multi-Racial (39%)
ELL 42%
Black 42%
Hispanic 43%
White 54%
FRL 45%

Parents and Community Partners/Business: Through monthly PTO and SAC meetings school data is reported in the Principal's Message and stakeholders are provided the opportunity to ask questions and provide suggestions. SAC Members help create and review the SIP Goals, Barriers, and Strategies to overcome the barriers and the resources used to provide Standards-Based Instruction and Intervention/ Acceleration. Community business partners support our students' reading growth and reading achievement via incentive programs.

Additionally, all of the LELA Faculty and Staff members participate in Synergy Squads (committees) which are involved in planning both academic and culture family engagement events and coordinate communication to all our stakeholders throughout the school year.

Our school has over 60 in-school clubs, in which every student participates and has a chance to demonstrate their leadership. Our clubs will each participate in a service learning project that will benefit the school and/or the community.

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))

School-Wide Data: EWS meetings will be held biweekly to analyze data obtained from SOAR. This is our school's data piece which indicates how students are reacting to their instruction (Will or Skill). We will also review FAST progress monitoring data three times a year. iReady will be used in addition to the FAST data.
Results on Classroom Learning Walks will be used to help identify teachers in need of support in implementing best practices. Student data results on Common Formative Assessments will be reviewed in collaborative planning and adjustments to Intervention/Acceleration groups will be determined by this data.

Based on data analysis, the SIP will be reviewed and revised as needed throughout the year and shared with our parents, business partners and other stakeholders during PTO and SAC Meetings. Collaboration among team leaders and the guiding coalition will ensure that changes are being implemented as revisions are occurring. Interventions, formative and summative assessments relating to benchmarks, and teacher observations and evaluations will help to ensure that we are meeting our school's targets and goals.

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: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	19	59	50	71	38	57	0	0	0	294
One or more suspensions	0	7	11	21	7	8	0	0	0	54
Course failure in English Language Arts (ELA)	0	5	7	24	12	6	0	0	0	54
Course failure in Math	0	3	3	7	10	0	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	28	40	60	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	20	20	52	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	39	48	66	101	40	89	0	0	0	383

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	1	14	17	56	44	73	0	0	0	205

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	1	2	0	30	20	0	0	0	0	53
Students retained two or more times	0	0	0	2	0	2	0	0	0	4

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	64	57	60	74	41	58	0	0	0	354
One or more suspensions	3	9	2	6	3	11	0	0	0	34
Course failure in ELA	8	18	27	8	4	0	0	0	0	65
Course failure in Math	6	4	13	3	2	5	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	71	25	67	0	0	0	163
Level 1 on statewide Math assessment	0	0	0	60	15	90	0	0	0	165
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	

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	26	54	62	96	63	107	0	0	0	408

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

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	64	57	60	74	41	58	0	0	0	354
One or more suspensions	3	9	2	6	3	11	0	0	0	34
Course failure in ELA	8	18	27	8	4	0	0	0	0	65
Course failure in Math	6	4	13	3	2	5	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	71	25	67	0	0	0	163
Level 1 on statewide Math assessment	0	0	0	60	15	90	0	0	0	165
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	

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	26	54	62	96	63	107	0	0	0	408

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

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*	31	47	53	31	50	56	33		
ELA Learning Gains				53			37		
ELA Lowest 25th Percentile				51			33		
Math Achievement*	35	55	59	41	46	50	33		
Math Learning Gains				53			29		
Math Lowest 25th Percentile				56			21		
Science Achievement*	47	52	54	24	52	59	32		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	53	61	59	62			55		

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	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	192
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	46

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	371
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	17	Yes	4	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	26	Yes	1	1
HSP	34	Yes	1	
MUL	33	Yes	2	
PAC				
WHT	51			
FRL	37	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	37	Yes	3	
ELL	42			
AMI				
ASN				
BLK	42			
HSP	43			

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	39	Yes	1	
PAC				
WHT	54			
FRL	45			

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	31			35			47					53
SWD	17			9			29				4	
ELL	17			40							4	53
AMI												
ASN												
BLK	23			27			26				4	
HSP	25			31			38				5	55
MUL	34			34			33				4	
PAC												
WHT	42			47			82				4	
FRL	29			33			44				5	53

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	31	53	51	41	53	56	24					62
SWD	23	47	43	19	45	55	26					
ELL	23	59		39	52		17					62
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	24	61	59	25	44	60	19					
HSP	25	49	50	43	53	42	15					63
MUL	40	47		40	50		20					
PAC												
WHT	46	51		60	68		44					
FRL	30	55	53	39	52	57	22					55

						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	33	37	33	33	29	21	32					55
SWD	13	17	21	14	19	23	9					
ELL	26			39								55
AMI												
ASN												
BLK	19	24	36	14	15	11	9					
HSP	29	35		35	20		29					57
MUL	29	30		35	30		33					
PAC												
WHT	51	57		51	54		60					
FRL	30	34	33	29	26	20	25					55

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	42%	52%	-10%	54%	-12%
04	2023 - Spring	30%	54%	-24%	58%	-28%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	50%	-25%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	62%	-27%	59%	-24%
04	2023 - Spring	39%	59%	-20%	61%	-22%
05	2023 - Spring	33%	55%	-22%	55%	-22%

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 PM3 FAST ELA (25%) and Fourth grade PM3 FAST ELA (30%) proficiency are two major focus areas. 3rd Grade ELA - Factors were losing two classroom teachers during the school year. This caused students' schedules to be adjusted resulting in inconsistencies in instruction. Students are displaying deficiencies in foundational literacy skills. 4th Grade ELA- Factors include inconsistency in instructional personnel. Students are displaying deficiencies in foundational literacy skills as well.

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

4th grade math (68% proficient in 2022 to 40% proficient in 2023) showed the greatest decline. There were inconsistencies in instructional personnel as well as students who displayed deficiencies in foundational math skills. Several years of trend data demonstrates that this cohort of students demonstrates these deficiencies.

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.

4th grade ELA data has the greatest gap when compared to the state average. There was a 27% difference. Factors contributing to this gap were inconsistencies in instructional personnel and lack of consistent interventions. There is a trend in this cohort of students demonstrating deficiencies.

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

5th grade science showed the most improvement with a 24% increase in proficiency (24% in 2022 to 48% in 2023). We explicitly allotted more time for science instruction, common planning, and understanding of LSA benchmarks and data.

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

Number of students absent 10% or more days
Number of Level I on ELA Assessment
Number of Level I on Math Assessment
Number of students with two or more indicators

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

1. Behavior
2. Attendance
3. Reading

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.

Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction in all content areas to improve student achievement. Understanding, planning, delivering and differentiating standards is a focus because data shows that a majority of students are not meeting proficiency levels in all content areas. During classroom learning walks, we can see that teachers are struggling to get to student independent practice during Tier I instruction, which is hindering time for teachers to catch misconceptions and work with students in small groups. Historically, the majority of our students have not met proficiency levels for the past 13 years. Since 2010, we have received a school grade of "C" or below (7 yrs - "C", 3 yrs - "D", and 2 yrs - "F") Striving for proficiency in all content areas is a constant focus. Aligning lessons to standards, setting a clear purpose, differentiating to meet the needs of students, incorporating reading, writing, thinking, and talking in every lesson, every day, focusing on essential standards, and holding high expectations will increase academic growth and achievement within all student groups.

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

By focusing on this area, we expect to see increases in K-2 STAR Early Literacy and Reading data from 50.5% to 65% and STAR Math from 62.1% to 70%. Additionally, we'd like to see an increase in scores from 2023 in grades 3-5. Students meeting proficiency in ELA FAST from 33.3% to 50% and Math FAST from 38% to 50% as well as 5th grade students meeting proficiency on Science FCAT 2.0 to increase from 48% to 55%. Furthermore, our ESSA subgroups that were below the state average for three consecutive years will increase their proficiency from 37% to 47% for SWD. For the first time, our multi-racial group fell below the index at 39%.

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

To monitor this focus area, instructional coaches will facilitate weekly data analysis using data obtained from common formative assessments and help teachers with developing lessons to differentiate instruction on essential standards to lead students to mastery. Principal and Assistant Principals will conduct learning walks to look for transfer of common planning, standards-aligned instruction, and student assignments. The leadership team will review and triangulate progress monitoring data collected from i-Ready and FAST Reading and Math, and LSA and FCAT 2.0 Science results using school-created data tracking sheets.

Person responsible for monitoring outcome:
Julie Anderson (andersonj5@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 utilize weekly time for collaborative planning in ELA, Math, and Science to increase student achievement. Collaborative planning will occur two times a week, plus a full day of collaborative planning every seven weeks with grade level teachers, content area coach, counselors, MTSS coordinator, ESOL Resource, and principal/assistant principal. We will also provide an additional four hours of planning monthly to improve instruction and increase student achievement.

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

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

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.

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

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

By When: These actions will begin August 2023, and will be ongoing weekly throughout the school year.

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

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

By When: These actions will take place in October 2023, December 2023, and February 2024.

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

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

By When: These actions will begin August 2023, and will be ongoing daily throughout the school year.

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

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

By When: Beanstack will be in place when school begins from the previous year's subscription and will be renewed in September 2023, for the school year.

We will implement a Math Literacy Lab during our enrichment rotations. Students will practice foundational math skills to fill gaps and increase proficiency.

Person Responsible: Christine Peters (petersc@lake.k12.fl.us)

By When: This action will begin August 2023, and will be ongoing throughout 8 day rotations throughout the school year.

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

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

By When: Coaches will begin in August 2023, and will meet weekly to facilitate collaborative planning. Coaching cycles will begin in August 2023, and will be ongoing throughout the school year.

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

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

By When: Teacher Assistants will begin in August 2023, and will work with students daily throughout the school year.

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

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

By When: Initial purchases will be made in August 2023, and will be ongoing as necessary during the school year. Final purchases will be made for the second half of the school year in January 2024.

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

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

By When: Chromebooks will be distributed to students in August 2023, and the activities will be ongoing throughout the school year.

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

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

By When: Additional collaborative planning time will begin in October 2023 and will continue biweekly throughout the school year.

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

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

By When: Teacher Assistants will begin in August 2023, and will work with students daily throughout the school year.

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

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

Leesburg Elementary School's faculty and staff will create a school-wide culture where relationships are cultivated, leadership skills are taught, established, and nurtured, and students and families feel welcomed and engaged in learning. Faculty and staff will utilize all Early Warning Sign data to increase engaged behaviors in order to maintain a safe and positive school culture for all students. This Area of Focus was identified as a critical area of need because Early Warning Sign data showed that there is inconsistent school attendance with students. Students who exhibited 10% or more absences in the 22-23 school year: Kindergarten: 19, First Grade: 59, Second Grade: 50, Third Grade: 71, Fourth Grade: 38, Fifth Grade: 57. Additionally, the number of students who earned one or more suspensions resulting from disciplinary issues and classroom disruptions in the 22-23 school year (First Grade: 7, Second Grade: 11, Third Grade: 21, Fourth Grade: 7, and Fifth Grade: 8) impacted the learning environment and student engagement.

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

By focusing on creating a positive culture and climate, we expect to see the percentage of students missing 10% or more of the school year to decrease 10% in each grade level, as well as, the percentage of students earning one or more out of school suspensions also decreasing by 10% in each grade level.

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

To monitor this focus area, the EWS/PST Team will review attendance and discipline data bi-weekly using referrals in FOCUS and our school-wide tracking system SOAR to identify students in critical need. Discipline data would include In and Out of School Suspensions and coding to include Physical Altercations, Physical Aggression, Bullying/Harassment, and Defiance of Authority. Also, interventions will be implemented that will
promote attendance and decrease discipline referrals.

Person responsible for monitoring outcome:

Kristen Kladiva (kladivak@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.)

Weekly Leader in Me lessons related to a specific habit, restorative practices along with morning meetings will be used to increase desired student behaviors and reduce the amount of students with 2 or more discipline referrals. In addition, providing monthly and quarterly incentives to students will increase the desire to attend school. Student behavior and attendance will be monitored weekly utilizing EWS reports and analyzed by the
Principal, Assistant Principals, MTSS Coach, PASS Teacher, Mental Health Liaison, Counselors, Family School Liaison (FSL), Potential Specialist, and Social Worker. Intervention Lessons created by the Intervention Team include LEAPS Lessons and resources aimed at the school-wide Soaring Expectations. Safety First, Ownership of Learning, Actively Engaged, Respectful and Responsible.

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

Incorporating a consistent behavior management system and building students' character traits using The 7 Habits of Highly Effective Kids, social skills lessons (Leader in Me), and fostering resilient and healthy

students through restorative practices teachers and students will be empowered by the ability to communicate and cooperate resulting in higher student engagement in learning. Fostering resilient and healthy students through restorative practices will be implemented within the PASS Teacher's daily schedule, and the strategies will be utilized by the faculty and staff within the classroom as needed. The Mental Health Liaison will use Sanford Harmony to help students with social needs. Training on these resources will be held for new faculty and staff members to ensure implementation is evident school-wide. This will decrease the number of disciplinary issues during instruction and increase student attendance, resulting in higher academic student achievement. By implementing consistent attendance management, an incentive plan, and regularly scheduled family events all stakeholders will understand the importance of attending school.

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.

Develop, implement, and monitor the Tier I SOAR plan to increase students' accountability in their academics and behavior. Students will develop the following skills Safety, Ownership of Learning, Actively Engaged, and Respectful and Responsible.

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin August 15, 2023 and will be ongoing weekly throughout the school year.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin August 2023, and will be ongoing weekly throughout the school year.

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

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

By When: These actions will begin August 2023, and will be ongoing as needed throughout the school year.

Leader in Me - purchase includes membership, consultant, materials, and professional development. The program will directly impact approximately 875 students and over 100 staff. It teaches 21st Century leadership and life skills to students while creating a culture of student empowerment to become a leader. Leader in Me will also provide teachers with training on equity, unconscious bias, and on identifying how to empower students to be in charge of their learning.

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

By When: These actions will begin August 2023, and will be ongoing weekly throughout the school year.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin August 2023, and will be ongoing weekly throughout the school year.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: The planning of these events will begin August 2023, and will be ongoing monthly throughout the school year.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin in August 2023, and will be ongoing weekly throughout the school year.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin September 2023, and will be ongoing monthly throughout the school year.

#3. Instructional Practice specifically relating to Differentiation

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

Within a Multi-Tiered System of Support, the teachers and instructional support team will plan, deliver, and monitor data-driven instruction and intervention in individual and small group settings for all under-performing students and subgroups. According to an analysis of state and district assessment data, the students within the lowest quartile showed growth, however they are not meeting proficiency in ELA and MATH because of inconsistent small group instruction due to a substitute shortage and intervention teachers covering for absent classroom teachers. ESSA data shows that 2 subgroups (SWD, Multi-Racial students) scored lower than 41% on the Federal Index for Math and ELA. This indicates a need for increased intervention with these subgroups. Small group instruction will be used to address ELA deficiencies. Small group instruction using i-Ready lessons will be used to support math instruction and address their Math deficiencies. A focus on improving our fidelity of instruction and intervention will impact student learning and success by giving all students the support they need to increase their academic achievement in ELA and Math essential standards. All intervention strategies are being provided to students with fidelity and are reviewed every 6 weeks with the MTSS Team and teacher. The students will be monitored and tracked by subgroups (LQ, ESSA subgroups, Race, Gender, etc.) using progress monitoring data that is provided through the intervention programs. Student data points will be analyzed to determine if progress is made.

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

By focusing on school-wide interventions, we expect to see student achievement in ELA and Math increase in every subgroup as evidenced by FAST Math and FAST Reading scores, classroom grades, and state and district assessments. We expect 100% of students in the lowest quartile in grades K-2 to meet proficiency on STAR Reading and Math. We expect the percentage of lowest quartile students in grades 3-5 meeting proficiency on ELA FAST to increase from 55% to 65% and Math FAST from 30% to 50%.

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

To monitor progress we will analyze BOY, MOY, and EOY iReady data and FAST/STAR, common formative, and summative assessments every 6 weeks. We will also conduct weekly learning walks during interventions, looking for strong and targeted small group differentiated instruction and ensuring best practices are utilized with fidelity and offering specific feedback for teachers with improvement.

Person responsible for monitoring outcome:
Susan Jordan (jordans1@lake.k12.fl.us)

Evidence-based 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.)

Grade Level Intervention teachers will be used to push into classes daily during small group instruction to support students receiving Tier II interventions. MTSS Resource Team will pull out students receiving Tier III interventions for 30 minutes/day. Teacher-led small group instruction will be utilized daily in ELA and Math to increase student proficiency in essential standards. LLI (Leveled Literacy Intervention) will be used with students in Kindergarten - 5th grades to increase reading fluency and comprehension. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, Sight Words) will be used as a Tier III intervention for 4th and 5th grades to increase reading fluency and comprehension. FUNdations phonics instruction will be used as a Tier II intervention for grades K-3 to increase reading fluency. Ready Books

(B.E.S.T. Standards) will be purchased using SAI dollars and utilized in grades K-5 for Math and in grades 3-5 in ELA during Eagle Time (Intervention/Acceleration).

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

If we provide additional support to tiered instruction using Intervention teachers and teacher assistants, fidelity will improve; therefore increasing the achievement of students in the LQ. If we implement scaled lessons, students will receive intensive, small group instruction increasing achievement levels. By implementing, monitoring, and supporting SIPPS, LLI, FUNdations, and math remediation small groups, there will be an increase in proficiency in ELA/Math with a target of at least 55%. SIPPS is chosen to address reading,
comprehension, fluency in 4th and 5th grades. LLI was chosen as a proven research based reading program that has a track record of showing two years of student growth in one year in other schools. There is an intervention teacher at each grade level in 1st - 5th grades who will support teachers and assistants with implementation of remediation/intervention lessons. These interventionists will report to their assigned administrator with trends and monthly data.

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.

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

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

By When: These actions will begin in August 2023, and will be ongoing throughout the school year. Updates will be made with Common Formative Assessments and PM2's are taken and data is reviewed.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin in August 2023, and will be ongoing monthly throughout the school year.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin in August 2023, for the first semester, and again in January for the second semester using SAI Funds.

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

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin in August 2023, for the first semester, and again in January for the second semester using SAI Funds.

Develop, implement, and monitor the Tier I SOAR plan to increase students' accountability in their academics and behavior. Based on weekly data, the EWS team will determine next steps for each students' interventions.

Person Responsible: Kristen Kladiva (kladivak@lake.k12.fl.us)

By When: These actions will begin in August 2023, and will be ongoing weekly throughout the school year.

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

Through ongoing professional learning and shared leadership opportunities, the administrative team will build the capacity of leaders, teachers, and support staff to ensure fidelity and consistent growth for all. 31% of the instructional personnel are new to Leesburg Elementary, which includes 25% of the content area coaches. By focusing on building teacher capacity, we will be able to build sustainable and effective instructional practices. Student achievement will improve with more effective teachers. By providing opportunities to grow teacher leaders and coaches, we will create a school culture of high expectations and student achievement. The school support team is an integral part of moving students towards proficiency and beyond. Through consistent teacher support and providing on-going professional development and feedback, our teachers will become highly effective teachers who focus on creating and delivering grade appropriate assignments with strong instruction, deep engagement, and upholding high expectations to increase teacher efficacy.

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

By focusing on building capacity, we expect to see increases in the following areas of student achievement: Increase the percent of 3-5 students meeting proficiency on ELA from 33.3 to 50% and Math FSA from 38% to 50%. Increase the percent of 5th grade students meeting proficiency on Science FCAT 2.0 from 48% to 65%.

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

Progress monitoring data will be collected through scheduled learning walks with admin and coaches targeting elements from the District Instructional Framework specific to teacher and student moves. This data will help drive feedback for both individual teachers and grade level teams. Additional data will be collected on Domains II, III, and IV of teachers' TEAM evaluations. Grade level and individual teacher data chats will be held on discipline, grades, progress on the Essential Standards, and student assessment results. Administration and coaches will use information to help drive teacher coaching cycles and their action plans.

Person responsible for monitoring outcome:
Susan Jordan (jordans1@lake.k12.fl.us)

Evidence-based 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.)

Instructional coaches and teachers will be building their capacity through collaborative planning sessions both twice a week and for a full day every seven weeks, in sessions facilitated by coaches in creating standards based lessons filled with best practices. Strategies will be modeled in common planning by coaches and teachers using effective instructional practices. By creating, facilitating and monitoring the power points, the teachers will build capacity focused on effective instructional delivery. The administration will work with the district and state to support grade level teams centered around instructional practices.

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

By creating, implementing and ensuring a system of professional development and job embedded learning experiences, all faculty and staff will grow in their capacities to provide meaningful and effective support

and instruction for all students. The result of increased instructional effectiveness and efficacy of faculty and staff will result in improved academic performance across all grade levels for all students.

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.

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

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

By When: These actions will begin in August 2023, and will be ongoing weekly throughout the year.

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

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

By When: These actions will begin in July 2023, and will be ongoing monthly throughout the year.

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

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

By When: These actions will begin in August 2023, and will be ongoing biweekly throughout the year.

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

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

By When: These actions will begin August 2023, and will be ongoing weekly throughout the year.

The Guiding Coalition team will participate in professional development including but not limited to High Impact conferences to implement highly effective practices centered around essential standards. The Guiding Coalition team meets once a month to review and plan practices.

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

By When: These actions will begin July 2023, and will be ongoing monthly 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).

Feedback obtained from our Title I Stakeholder Surveys indicate that additional teacher assistants should be provided to help support students during small groups in both Tier I and Tier II in Reading, as well as, provide additional support for our growing number of ELL students. Additionally, the surveys indicate that additional Content Area Coaches be provided to support standards-based instruction, facilitate collaborative planning, and provide coaching cycles for new teachers.

Stakeholder surveys were reviewed with the Leadership Team, Guiding Coalition, PTO, and SAC Committees, along with our data results, to review personnel allocation needs and ensure that the resources being purchased aligned to our needs. Changes in resources and allocations during the school year are always accompanied by at least 10% approval from our parents.

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

Kindergarten through second grade ELA proficiency was at 42% at the conclusion of the 2022-2023 school year. According to district data, kindergarten was at 58% proficiency, first grade was at 36% proficiency, and second grade was at 34% proficiency. Our area of focus will encompass the science of reading to develop foundational reading skills. This includes a heavy focus on mastering benchmarks and standards that focus on word recognition. Deliberately targeting phonological awareness, decoding and spelling, and sight recognition in addition to language comprehension will help prepare our students for requirements in subsequent grade levels. We expect to see ELA proficiency increase by developing skilled readers in our K-2 grades through strong and intentional core instruction and interventions.

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

According to 2022-2023 PM 3 ELA data, 25% of third-grade students demonstrated proficiency, 30% of fourth-graders demonstrated proficiency, and 42% of fifth grade-students demonstrated grade-level

proficiency. Third-grade performance is related to gaps and deficiencies in foundational literacy skills. Therefore, K-2 data closely relates with trends we see in 3-5 FAST English Language Arts data. Students will receive word recognition interventions through Fundations Level 3 interventions in third grade. An overall instructional practice will focus on reading comprehension through an emphasis on B.E.S.T reading strands. We will focus on background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge.

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

Within 2 years, 80% of K-2 students will score on grade level or above on the phonics and word analysis portion of FAST PM3. This will translate to seeing an improvement in third, fourth, and fifth data as students will enter third grade with the foundational skills needed to be successful. We will see kindergarten through second grade ELA PM 3 proficiency data increase from 42% in the 2022-2023 school year to 54% proficiency in the 2023-2024 school year. Kindergarten proficiency will increase from 58% to 63% proficiency, first grade from 36% to 50% proficiency, and second grade from 34% to 50% proficiency.

Grades 3-5 Measurable Outcomes

An intentional focus on reading comprehension in grades 3-5 will increase ELA proficiency. We will see grade three ELA data increase from 25% in the 2022-2023 school year to 35% in the 2023-2024 school year, 30% to 40% proficiency in grade four, and 42% to 52% proficiency in grade five.

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.

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

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

Jordan, Susan, jordans1@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?

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

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?
- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

If students receive targeted intervention in Word Recognition, then they will become more fluent and skilled readers and increase their reading achievement.

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

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

If we provide a standards aligned ELA Block, students will receive targeted core instruction in the six

components of literacy (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing).

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Provide Collaborative Planning bi-weekly for teachers to analyze ELA data, create lessons, a rotation schedule, and group students for Essential Standards remediation/intervention. Literacy Leadership - allows for teachers/coaches to become more skilled at analyzing new ELA standards and sharing with peers. Opportunities to lead by taking on various roles within the ELA CBT. Literacy Coaching - Coaches share best practices with teachers. Coaches conduct learning walks to look for transfer from common planning, look for positive trends and areas that need to be addressed in planning. Assessment - Data dives are conducted which include analyzing CFA, summative assessments, i-Ready, and FAST test results. Findings are used to group students in appropriate groups based upon targeted needs and essential ELA standards. Professional Learning - Collaborative planning is also when we implement professional learning that our school has received. ELA Best Standards, PLC process, FUNdations (phonics), and best practices are incorporated.	Jordan, Susan, jordans1@lake.k12.fl.us
Conduct weekly data review of learning walks trends, intervention tracking, and formative assessments to ensure progress toward meeting identified goals.	Jordan, Susan, jordans1@lake.k12.fl.us
Implement quarterly school-wide data chats to ensure progress toward meeting identified goals, revise plans, and provided additional support as necessary.	Jordan, Susan, jordans1@lake.k12.fl.us
Kindergarten through 2nd-grade teachers will identify and reference the benchmark associated with phonics and word analysis (F.1.3) as well as its strands. We will constantly refer back to this benchmark during common planning. We will track students' progress on meeting the benchmark utilizing essential standards and target trackers as well as Fundations student assessments.	Dejarlais, Alexa , dejarlaisa@lake.k12.fl.us
Provide professional development on best practices in explicitly teaching phonics and word analysis, identifying where in the curriculum we can utilize the gradual release model, and following up with targeted feedback after observations to ensure PD is effectively implemented.	Dejarlais, Alexa , dejarlaisa@lake.k12.fl.us
Common planning for grades 3-5 will consist of breaking down the benchmarks for each lesson and ensuring student tasks are aligned with grade-level standards and expectations. The grade level teams will create standards-based common formative assessments and then use test item analysis to analyze data in order to create next steps for student learning.	Mauriell, Christy, mauriellc@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 will be disseminated to stakeholders via a link on the school's website and social media platforms (Facebook). 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 the 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 of 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 - School Website (www.lel.lake.k12.fl.us), Facebook (www.Facebook.com/LeesburgLeaders/), and Peachjar.

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

Literacy Night/STEAM Events - Parents will receive materials and modeling of activities that can be used in the 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, schools, 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))

Area of Focus I: Standards-Based Instruction - We purchased four content area coaches to facilitate collaborative planning with grade level teams in ELA, Math, and Science. Coaches will support helping teachers disaggregate student data, differentiate instruction, and implement coaching cycles to support teacher knowledge. Additionally, an Enrichment teacher will be purchased to run a Math Lab on the Enrichment Rotation to encourage math fluency in each grade level. Teacher Assistants will also be purchased to help support small group instruction and enrichment.

Area of Focus III: MTSS - Fundations and Heggerty Kits will be purchased to help support students in Phonics and Phonemic Awareness. Ready Magnetics Books will be purchased to support enrichment and intervention on the BEST Standards for both ELA and Math.

Area of Focus IV: Coaching and Professional Learning - Content Area Coaches and Teachers will be building capacity through collaborative planning sessions in which they will build standards-based lessons and focus on best instructional practices learned from professional development opportunities.

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