

Lake County Schools

Tavares Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

<https://tel.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.

It is the mission of Tavares Elementary School to ensure high levels of learning for all students. Through mutual respect within the school community, our children will grow and learn in a positive atmosphere where faculty, staff, students, and families are enthusiastic about the teaching and learning process.

Provide the school's vision statement.

We believe that the most effective strategy for achieving our school's mission is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- work together to achieve a common purpose
- seek and implement effective strategies for improving student learning on a continuous basis
- monitor each student's progress on a frequent basis
- demonstrate a personal commitment to the academic success and general well-being of all students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Werner, Stacia	Principal	<ul style="list-style-type: none"> - To establish a safe and welcoming environment. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. -The function and responsibility is to create a system of supports for both classroom teachers and students according to the intervention design outlined in the MTSS process. All decision making is focused on our school's four goals. -Oversee, evaluate, provide assistance and give meaningful feedback in a timely manner as an instructional leaders for instructional and non-instructional staff. -Maintain compliance with state and federal policies and guidelines. -Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful. -Oversee data chats of progress monitoring for both academics and behavior. -Secures and tracks all necessary resources that are needed to support our students so that they can be successful. -Facilitate collaborative team meetings, faculty meeting, leadership meeting -Oversees budgets -Attends and Participates in PTO, SAC -Partner with local community stakeholder -Assisting in the implementation safety plan, safety drills -Learning Walks -Parent Conference -Mentor lowest quartile students -District/State Testing Admin. -Guided Coalition -Faculty/Staff Recognition -Field Trips
Elliott, Dawn	Assistant Principal	<p>Leadership team participant and Instructional administrator for grades K-2</p> <ul style="list-style-type: none"> -K-2 Discipline -Data Chats -Faculty/Staff Recognition -Health Coordinator -PASS -Safety & Security -Testing -TOY, RTOY, EOY -FTE -BTA
Hoover, Rebecca	Assistant Principal	<p>Leadership team participant and Instructional administrator for grades 3-5.</p> <ul style="list-style-type: none"> -3-5 Discipline -Data Chats -Faculty/Staff Recognition -EWS (attendance) -MTSS

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -PBIS -Transportation -Title I -SAI -Class Coverage -ESE
Luevano, Tiffany	Curriculum Resource Teacher	Instructional support for all teachers with a specialization in intervention and acceleration support. <ul style="list-style-type: none"> -Honor Roll - Quarterly -i-Ready -MTSS Coordinator -Recognition of students -SunShine & Spirit Committee -Testing -TIST -Title I -Tutoring
Bodwell, Lisa	Instructional Coach	Instructional support for all teachers with a specialization in math. <ul style="list-style-type: none"> - Math Intervention Block - MTSS - Science Night - STEAM Team Club - SunShine & Spirit Committee (co-chair)
Hackler, Jeanne	Instructional Coach	Instructional support for all teachers with a specialization in ELA. <ul style="list-style-type: none"> - Literacy Committee - MTSS - Read Across America Week
Hawkins, Jamie	Other	<ul style="list-style-type: none"> -ESE -Data Chats -Students with Disabilities -ESE Grade Chair -Behavior Support -IEP Meetings - District & State Compliance -ESE Transportation
Holcombe, Candy	Other	<ul style="list-style-type: none"> -K-2 MTSS -ELL/ESOL -Homeless -Migrant -PBIS -Terrific Kid

Name	Position Title	Job Duties and Responsibilities
Flood, Jennifer	Other	<ul style="list-style-type: none"> -MTSS -ELL/ESOL -Homeless -Migrant -PBIS -Terrific Kid -Small Group Counseling -Character Development Lessons

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.

To officially collect input from stakeholders including parents and community members a formal survey through Google Forms was sent out. An in-person meeting was held with grade chairs to collect input and writing teams that represented multiple major systems to positively impact student achievement. The leadership team convened a week prior to school starting to take the results of the survey and interpret them to improve our systems. Based on the information we collected we were able to determine our areas of need.

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))

We plan to monitor the SIP by ensuring weekly learning walks using district-provided tools. We will have weekly common planning where we will discuss and monitor iReady diagnostic results, FAST PM results, as well as common assessments. We will discuss trends we see at weekly leadership meetings to determine monthly staff meetings topics that aligns with each focus area. We have created a master schedule where we have time provided for ELA and math interventions, and plan to have groups that are fluid, where students are receiving the interventions they need. Monthly ESE meetings will discuss data trends and updated on strategic student mentoring that has been put in place to improve our ESSA Subgroups. We strategically planned professional learning time to have teacher input to accelerate the implementation of acceleration and intervention. The MTSS process has been reviewed to meeting frequently to improve student learning and close the achievement gap. Regular solicitation from teacher leaders to check the faculty and staff climate. We will also monitor family participation and community attendance at events along with reviewing our social media pages regularly to keep a pulse on public opinion.

Demographic Data

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

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
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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	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	59	71	55	57	59	0	0	0	301
One or more suspensions	0	2	10	3	3	4	0	0	0	22
Course failure in English Language Arts (ELA)	0	22	31	19	27	11	0	0	0	110
Course failure in Math	0	15	14	13	16	16	0	0	0	74
Level 1 on statewide ELA assessment	0	0	0	0	44	57	0	0	0	101
Level 1 on statewide Math assessment	0	0	0	0	43	41	0	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	7	32	17	24	0	0	0	81
	0	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	0	17	27	39	81	79	0	0	0	243

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	2	2	5	3	0	0	0	12

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	0	82	69	70	55	59	0	0	0	335
One or more suspensions	0	2	16	13	15	19	0	0	0	65
Course failure in ELA	0	10	8	6	3	1	0	0	0	28
Course failure in Math	0	8	6	2	1	3	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	0	10	36	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	0	8	26	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	6	6	42	36	0	0	0	91
	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	0	7	13	16	48	37	0	0	0	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
Students retained two or more times	0	2	3	5	4	0	0	0	0	14

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	0	82	69	70	55	59	0	0	0	335
One or more suspensions	0	2	16	13	15	19	0	0	0	65
Course failure in ELA	0	10	8	6	3	1	0	0	0	28
Course failure in Math	0	8	6	2	1	3	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	0	10	36	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	0	8	26	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	6	6	42	36	0	0	0	91
	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	0	7	13	16	48	37	0	0	0	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
Students retained two or more times	0	2	3	5	4	0	0	0	0	14

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*	41	47	53	46	50	56	47		
ELA Learning Gains				53			47		
ELA Lowest 25th Percentile				54			42		
Math Achievement*	54	55	59	49	46	50	51		
Math Learning Gains				49			32		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				42			30		
Science Achievement*	47	52	54	42	52	59	52		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	63	61	59	75			65		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
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	1
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index	
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	22	Yes	4	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	24	Yes	1	1
HSP	52			
MUL	21	Yes	1	1
PAC				
WHT	59			
FRL	44			

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	38	Yes	3	
ELL	47			
AMI				
ASN				
BLK	41			
HSP	51			
MUL	42			
PAC				
WHT	54			
FRL	48			

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	41			54			47					63
SWD	11			28			33				4	
ELL	13			26							4	63
AMI												
ASN												
BLK	21			29			22				4	
HSP	43			55			58				5	60
MUL	21			21							2	
PAC												
WHT	51			67			56				4	
FRL	36			47			36				5	59

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	46	53	54	49	49	42	42					75
SWD	19	49	57	29	45	50	18					
ELL	18	46		30	64							75
AMI												
ASN												
BLK	33	42	41	35	56	48	29					
HSP	40	47	55	39	48	70	26					86
MUL	43	47		44	44		30					
PAC												
WHT	55	60	68	60	47	29	56					
FRL	38	50	58	43	46	42	30					73

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	47	47	42	51	32	30	52					65
SWD	16	36	38	18	21	20	22					
ELL	20	45		24	36		50					65
AMI												
ASN												
BLK	35	38		32	17	30	36					
HSP	41	54		39	31		52					65
MUL	55			41								
PAC												
WHT	54	49	45	65	38	38	64					
FRL	40	47	45	43	31	27	51					58

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	47%	52%	-5%	54%	-7%
04	2023 - Spring	42%	54%	-12%	58%	-16%
03	2023 - Spring	48%	50%	-2%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	62%	-4%	59%	-1%
04	2023 - Spring	61%	59%	2%	61%	0%
05	2023 - Spring	50%	55%	-5%	55%	-5%

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.

According to our FAST data, 4th grade ELA showed the lowest performance with only 42% of students scoring a 3 or higher. One factor that contributed to last year's low performance was an inconsistency in small group instruction. Small group instruction was not a focus which led to fewer opportunities for differentiated instruction. Teachers who were less comfortable with small group instruction tended to remain in whole group/guided instruction longer, resulting in a lack of support during their instructional time.

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

According to our school's FAST data, there weren't any areas of decline, but our 5th grade showed no growth in ELA scores. Factors that may have contributed to this are novice instruction with core district curriculum, less emphasis on small group instruction, and working with only a ninety minute ELA instructional block.

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.

According to FAST data, our 4th grade ELA scores had the greatest gap with 17% of our students performing below the state average. A lack of emphasis in 4th grade small groups along with inconsistencies in small group instruction, both contributed to this gap.

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

Fourth-grade math scores improved from 47% to 61% of our students showing proficiency. Math instruction included structured small groups with evidence of common planning. We added common formative and summative assessments and analyzed the data during collaborative planning time to allow for adjustments in instruction.

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

Two areas of concern based on the EWS data from Part 1 are the number of 4th and 5th graders (160) with two or more early warning indicators and the number of students with substantial reading deficiencies in grade 3 (32).

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

- * Increase attendance
- * Strengthen standards-aligned core and small group instruction
- * Increase proficiency within our ESSA 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.

With high expectations, teachers will plan and deliver rigorous standards-aligned lessons using the district instructional framework and district adopted curriculum. By implementing, monitoring, and supporting common planning weekly, teachers and coaches will work collaboratively to prepare lessons and tasks that are standards-aligned, use research-based instructional practices aligned with the District Instructional Framework, and address the needs of all of our students. Teachers will use the district provided curriculum for math, science, language arts and reading to ensure high expectations for learning, focusing on using each resource with fidelity. Teachers will use a uniform approach to the delivery of common lessons and academic strategies that will increase student achievement. Common assessments will be given to monitor progress toward mastery of the standards. By using data analysis of assessments, we will be able to identify and remediate any student areas of deficiency within those standards. Through the effective use of learning walks by members of the leadership team and supporting teaching and learning, teacher delivery and effectiveness will increase, which will result in improved academic achievement throughout grade levels.

Measurable Outcome:

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

By focusing on instructional practice related to standards-aligned instruction, we expect to see an increase in students' proficiency levels. Our goal is to increase the proficiency rate in Star Reading for 2nd grade from 54% to 64%, Star Math 2nd grade from 65% to 75%, FAST Reading for 3rd grade from 48% to 58%, FAST Math for 3rd grade from 58% to 68%, FAST Reading for 4th grade from 42% to 52%, FAST math for 4th grade from 61% to 71%, FAST Reading for 5th grade from 47% to 57%, FAST Math for 5th from 50% to 60%, 5th FCAT for Science from 44% to 54%. We will also increase the ELA and Math lower quartile by 15%.

Monitoring:

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

Leadership team will conduct weekly learning walks to observe trends and the transfer of common planning to instruction to ensure we meet the depth of the standard. In collaborative discussions, teachers will be able to monitor if their own instruction is meeting standards. Utilizing the TEAM evaluation allows administrators to provide meaningful feedback on standards-aligned instruction. We will also monitor student progress on common formative assessments through the PLC process.

Person responsible for monitoring outcome:

Stacia Werner (werners1@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 are committed to using the PLC process by providing our teachers with essential standards training. By doing so, they are aligning instruction and analyzing common formative assessments to determine next steps in instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to authors of "Learning by Doing", utilizing the PLC process ensures all students learn at high levels while educators work collaboratively and take collective responsibility for all students. If we implement, monitor, and support the PLC process, there will be equitable core instruction that will impact student learning growth and achievement, specifically we will see at least a 10% increase in reading and math proficiency and at least a 15% increase in our lower quartile.

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.

Administration/Leadership Team:

- Identify trends to support the needs of teachers based on experience, classroom learning walks, observations in planning, and discipline data
- Support teachers through targeted feedback cycles by identifying support and focusing on teacher identified goals.
- Attend collaborative planning to support standards-aligned discussions and instruction.
- Monitor implementation of standards-aligned instruction through learning walks and providing weekly feedback.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Ongoing

Instructional Coaches:

- Grade-level planning occurs weekly and is attended by Coaches who monitor the implementation of the PLC process.
- During planning, focus on teacher clarity, instructional framework, strategies, questions and assessments aligned to benchmarks and to support intended learning
- Utilize coaching cycle with teachers
- Mentor new teachers and provide targeted learning through The Bullpup Pack.
- Model and provide support on delivering standards-aligned instruction.
- Monitor implementation of professional learning strategies and practices.
- Utilize Reflex Math, Write Score, Science Boot Camp, and Tutoring programs to support instruction.
- Facilitate Writing Teams for additional teacher collaboration.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Ongoing

Teachers will utilize the district instructional framework as a foundation for lesson planning. Teachers will commit to collaborative planning a minimum of once a week.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Ongoing

Teachers will engage in Essential Standards Planning sessions that are facilitated by the instructional coaches. This half-day of focused lesson planning will take place once per semester for each grade level to attend. During these sessions, teachers will identify essential standards, plan engaging lessons anchored in those standards, and create common assessments for monitoring student academic progress.

Person Responsible: Lisa Bodwell (bodwelll@lake.k12.fl.us)

By When: The end of each semester

One per month, teachers will attend their grade level PLC where student work is analyzed and teachers identify opportunities for reteaching and reassessing students on grade level standards.

Person Responsible: Jeanne Hackler (hacklerj@lake.k12.fl.us)

By When: The fourth Wednesday of each month.

Extended day writing teams will allow extra planning time for grade levels to focus on analyzing student work and making adjustments in unit plans that allow for deeper rigor and higher engagement for students in all grade levels.

Person Responsible: Lisa Bodwell (bodwelll@lake.k12.fl.us)

By When: Post planning

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

With high expectations, teachers will provide small group instruction as a means for addressing all students needs using differentiation and meeting the needs of all varying abilities Based on the ESSA subgroups that are all below 41% proficient in ELA and in math, using targeted small group instruction is one of our most critical areas of focus. Small group instruction was identified because the achievement gap was not closing. Targeted small group instruction will improve learning and success for all students based on their specific learning needs. This area of focus will ensure growth for all students with disabilities to grow to proficiency and close the achievement gap. Students will receive needed remediation on foundational skills to support academic growth. Through the implementation of small group teacher-led instruction, teachers and the instructional support team will collaboratively design, deliver, and oversee targeted academic interventions, guided by research-based and data-driven approaches, tailored to address the needs of underperforming students and ESSA subgroups. This area of focus is a priority after an ample review of state and district assessment data across all grade levels. Based on the needs assessment we will enhance learning outcomes and overall academic success by employing evidence-based strategies to identify and provide support to struggling students in areas where they require additional assistance. The intervention strategies are meticulously applied to identify students accurately, and their effectiveness is reviewed regularly in conjunction with the MTSS Team and teachers. By analyzing these data points, the effectiveness of the interventions can be determined. The ESSA subgroup data will also be incorporated into monthly data discussions, assisting teachers in identifying specific trends and areas that require focus during instructional planning.

Measurable Outcome:

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

- Increase in Proficiency Levels: The percentage of underperforming students for ESSA subgroup of students with disabilities achieving proficiency in core subjects will increase by from 15% to 25% in math and 7% to 20% in ELA.
- Enhanced Attendance and Engagement: The number of absences among ESSA subgroup of students with disabilities will be reduced by 15% indicating an increase in engagement in the learning process.
- Increased Collaboration: Collaboration between the ESE School Specialist, general education teachers, and teachers assistants will create lessons and formative assessments that can be monitored and adapted for students to achieve a high level of cooperation and coordination.

Monitoring:

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

Quarterly data chats between leadership team members and teachers will take place to review summative assessments using BOY, MOY and EOY using the i-ready platform as well as the FAST scores. Formative student data will be monitored throughout the year and discussed during PLT times held once a month. Monthly ESE meetings will be held where the ESE school specialist reviews data with teachers on student progress.

Person responsible for monitoring outcome:

Jamie Hawkins (hawkinsj@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.)

BOY results will be analyzed to determine needs and skills deficit for our students with disabilities. Leadership Team will discuss and prioritize students weekly during common planning and Leadership Meetings. Teachers will provide additional measures of skilled instruction as needed to accelerate students learning that matching with grade level expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If barriers that impede academic progress are resolved in a timely manner then student performance for our students with disability will surpass current performance with a 10% increase.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- School data will be analyzed on a consistent basis to determine the need for growth of each student.
- BOY, MOY and EOY diagnostics, i-ready data, and teacher quarterly data chat information will be used to measure student performance.
- The school will address barriers that may impede academic progress with an expedient resolution.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: 5-24-24

Region 2 and District program specialists will assist in lesson study cycles with coaches and teachers to improve the understanding and delivery of small group instruction.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Begins 9.30 and continues the cycle through the end of the 2023-24 school year.

Writing teams where teachers can plan for differentiated stations and small group strategies will provide deeper rigor and targeted instruction.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: As needed throughout the year.

Leadership learning walks will be conducted weekly to provide feedback to teachers on their small group implementation. Trends will be discussed during leadership meetings to identify any areas of focus and provide further professional learning or resources where necessary.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Beginning 9/6/23 and weekly through May, 2024.

#3. 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.

Intervention and acceleration are an area of focus to increase all student achievement and growth in reading and math due to the number of students performing below grade level. Acceleration is necessary as the number of students performing higher than proficient has remained stagnant. Learning walks and performance measurement data indicates a need for explicit, core instruction to meet the foundational needs of all students at the Tier I level. With high expectations, teachers will understand, plan and use intervention and enrichment strategies to meet the needs of all students in ELA, math, and science areas. If we monitor and support purposeful and targeted intervention and enrichment strategies during the identified frame of time in the day, then we will meet the needs of all students across ELA and math. This area of focus was identified as a critical need based on the need to increase overall proficiency in all areas as evidenced by i-Ready, FAST, and STAR scores. This affects student learning and success by meeting the needs of students through differentiation and strategic intervention and enrichment.

Measurable Outcome:

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

We will increase our overall student proficiency K-5 in ELA, math, and science to match the state proficiency average. Increase the number of students scoring at proficiency, as well as those already working on grade level, to achieve 4's and 5's on state assessments.

Monitoring:

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

Quarterly data chats will be conducted to ensure reteach and remediation supports growth. Admin and coaches will conduct classroom learning walks in a timely manner during intervention block to provide feedback and support. Administration and coaches will attend collaborative planning and meet weekly to discuss learning walk data and identify data trends. Teachers will review progress monitoring data to support the need of fluid grouping during intervention and acceleration time.

Person responsible for monitoring outcome:

Rebecca Hoover (hoover@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 be utilizing common planning, focusing on providing explicit benchmark aligned instruction with the intended outcome of increasing our proficiency in all content areas. To monitor this strategy, we will analyze Tavares Elementary's progress monitoring data alongside the learning walk trends to determine needs and establish next steps. We will review progress monitoring data to support the need of fluid grouping during intervention and acceleration time. We will also create time in the schedule for the addition of math small groups and focus on acceleration in ELA. Increase fidelity and integrity of WIN time by readjusting groups as needed and holding WIN time sacred. During these blocks of time LLI, SIPPS, Foundations, i-Ready teacher toolbox, Relfex, Frax, Science Boot Camp and manipulatives will be used to support or enhance student understanding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By having specific time scheduled throughout the day for intervention and enrichment, students and teachers alike will get additional support in all grades and content. Leadership will conduct weekly classroom learning walks to measure the impact of the intervention/enrichment time, and the I-team will

meet weekly to discuss data supporting interventions and needs for modification of the groupings. If we implement, monitor, and support common planning, focusing on providing explicit benchmark aligned core instruction, then there will be an increase in strong core instruction and explicit teaching strategies.

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.

Administration/Leadership Team:

- Provide teachers feedback based on learning walks
- Adjust master schedule to include math small group time
- Commit to walking intervention time in the classroom
- Maintain a consistent intervention schedule

Person Responsible: Rebecca Hoover (hoover@lake.k12.fl.us)

By When: Ongoing

Building Capacity of Instructional Coaches:

-Instructional coaches along with the admin team will help teachers frequently adjust groups based on need and hold WIN time sacred.

-Instructional coaches will receive support during common planning and support with conducting learning walks to monitor the transfer of common planning to instruction.

-Instruction coaches will attend peer coaching training and coaching institute.

Person Responsible: Rebecca Hoover (hoover@lake.k12.fl.us)

By When: Ongoing

Structuring Common Planning:

- Coaches will focus on facilitating lesson efficiency appropriate pacing during collaborative planning.
- During collaborative planning coaches will refer to district instructional framework and state standards to support intended learning.

Person Responsible: Rebecca Hoover (hoover@lake.k12.fl.us)

By When: Ongoing

Teachers/Instructional Coaches

- Small group instruction will be based on formative assessment results and standards based instruction.
- Regularly review student performance data to make adjustments in interventions being provided.

Person Responsible: Rebecca Hoover (hoover@lake.k12.fl.us)

By When: Ongoing

After school tutoring program targeting remediation and acceleration. Students scoring a level 1-3 will be invited to attend after school tutoring twice a week. Students will be grouped based upon identified gaps in foundational skills, or opportunities for acceleration to work towards scoring higher than proficient in either Math or ELA. Extra duty SAI dollars allow for teachers to spend focused time with students chosen for targeted intervention/acceleration.

Person Responsible: Tiffany Luevano (luevanot@lake.k12.fl.us)

By When: Tutoring will begin in the second nine week period, using the first nine week assessments as guides. Tutoring will end by the fourth nine weeks prior to state testing.

#4. 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.

With high expectations, students, faculty, and staff will create and cultivate a school culture and climate where positive relationships are developed, student and teacher efficacy is a priority, and all students and families feel welcomed to engage in learning together with school personnel. This area of focus was identified as a critical need due to the high number of students exhibiting early warning signs. In 2022-2023, the percentage of students in our school exhibiting at least two or more early warning indicators was 26%. That was an increase of 7% from 2021-2022.

In 2021-2022, 40 students (4%) missed more than 10% and 10 students (<1%) missed more than 20% of school days. This grew to 292 students (33%) missing more than 10% and 62 students (7%) missing more than 20% of school days in 2022-2023.

Measurable Outcome:

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

By creating a positive culture and climate, we expect to see students in attendance increase from 67% to 90%. By consistent monitoring of the school-wide Early Warning Systems by Rebecca Hoover, the administrator who oversees the EWS Team, the percentage of students with two or more early warning signs will drop from 26% to fewer than 10%.

Monitoring:

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

The EWS Team will meet monthly to discuss culture and climate and review the Early Warning Systems. Attendees at these meetings will include school-based administration, guidance counselors, and our school's social worker. The EWS Team will monitor attendance on a daily/weekly/monthly basis. When student attendance concerns are identified, the teacher will communicate with parents and submit this information to the guidance counselors. If it is a recurring issue, the guidance counselor will make contact with the family to determine what barriers are preventing their child from attending school consistently and provide necessary support and resources.

Person responsible for monitoring outcome:

Rebecca Hoover (hoover@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.)

Strengthening the PBIS system will increase student attendance which in turn will increase academic engagement. By purchasing incentives for students and staff, we will be able to recognize student attendance, classroom achievement, and outstanding citizenship. Including families and community in school-wide activities will promote a positive culture and environment on our campus. Such events include Math Bingo night, STEAM/Science Night, Literacy Night, Cookies and Canvas, Storybook Character Parade, and Food with Families (formerly Moms with Muffins).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By actively engaging stakeholders in our school community, we will extend positive relationships among students, staff, families, and community which will increase the collective student efficacy, attendance, and overall academic success.

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.

-PBIS PAWS Lessons

Person Responsible: Jennifer Flood (floodj@lake.k12.fl.us)

By When: First semester

Teachers will receive training in Restorative Practices and Zones of Regulation for proper faculty and staff implementation. Teachers will utilize Bullpup Values and PBIS PAWS Lesson Plans with students as scheduled in the PBIS plan.

Person Responsible: Jennifer Flood (floodj@lake.k12.fl.us)

By When: First nine weeks trained, monthly and as needed throughout the year. Morning meetings when applicable.

Building positive relationships between stakeholders and school begins with developing a positive message for a common vision of student achievement. Consistent use of social media, website, newsletter, and call-outs to extend positive messaging to establish stronger connections.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Ongoing

School clubs (Girls on the Run, Art Club, STEAM, National Honor Society, Robotics, Running Club, Safety Patrol, and Chorus)

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Ongoing

Utilize informational surveys to assess school needs and areas for growth by all stakeholders.

Person Responsible: Stacia Werner (werners1@lake.k12.fl.us)

By When: Ongoing

CSI, TSI and ATSI Resource Review

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

Our determinations on where funding should be allocated is data-driven and based on students' needs. Writing teams are facilitated to analyze data and collaborate on instructional needs to impact student learning gains. Writing teams consist of multiple groups of people to address our ESSA groups from various areas (math, reading, general education, and self-contained). Personnel are funded to work specifically with our ESE groups address their learning goals as well as strategic intervention for all our lowest quartile groups. Based on the instructional and student needs that were determined, materials are purchased to support them. The materials

that we will utilize from the information we gathered are i-Ready MAFS, i-Ready LAFS, Supplemental materials from Rally Education, and Magnetic Reading.

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

In grades K-2, we are focused on providing a solid foundation of phonics, phonemic awareness, and literacy skills that will develop a love of reading. We are increasing student ownership of their learning by encouraging students to use their agendas to track progress and increasing teacher feedback by increasing informal formative assessments. Using STAR Progress Monitoring data, we are organizing our intervention groups and determining specific strands for extra practice in small group instruction and centers rotations. Teachers will plan for scaffolding and increased independent practice with feedback to support student success. Our Second Grade has over 50% of students not performing at proficient or above. Prior to reaching Third Grade, this area must be addressed as the need for proficiency in comprehension increases exponentially. We are focused on prevention and acceleration for these grade levels, while providing more support for our striving learners.

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

The results of our STAR and FAST Testing from 2022-2023 identify our incoming Third and Fifth Grades as having less than 50% proficiency rates in reading. Third grade proficiency was at 48%, Fourth Grade was at 42%, and the outgoing Fifth Grade students scored at 50%. For last year's Second Grade moving up to Third Grade, they scored 54% proficiency. This identifies the importance of having targeted systems for preventing, identifying and consistently supporting gaps in literacy skills and comprehension, especially for Fifth Grade. We are using the I-ready Diagnostic 1 and FAST PM 1 data from the current 2023-24 school year to group students for initial intervention instruction. Cross referencing both platforms allows teachers to determine the greatest area of need and the appropriate placement to start their journey. Intervention groups were created with teachers and implemented within the first three weeks of the school year to maximize the calendar year. Interventions being utilized are SIPPS, Foundations, LLI, and teacher led small group instruction. There is a focus on increasing student ownership of learning through using the agenda and teacher/student data chats, teacher explicit small group instruction, and centers that support independent practice.

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

. Our target is to increase the proficiency rate in Star Reading for:

- Kindergarten - to continue to score about 90% proficiency on the end of year assessment.
- First Grade - to increase proficiency above 65%
- Second Grade - to increase proficiency from 54% to 64%

Grades 3-5 Measurable Outcomes

Our target is to increase reading proficiency, identified by the FAST PM data as:

- Third Grade - to establish an overall grade level reading proficiency from 48% to 55%.
- Fourth Grade - increasing the number of students scoring proficient from 42% up to 52%.
- Fifth Grade - increasing the number of students scoring proficient from 47% up to 57%.

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.

Tavares Elementary School is committed to ensuring that all students grow and are provided the opportunities to become proficient readers in all grades K-5. The following assessments are used to monitor student growth and areas identified as important focused needs:

- I-Ready Diagnostics 1 and 2, plus quarterly pathway assessments
- FSA STAR for K-2 PM1-3
- FSA FAST for 3-5 PM1-3
- LLI pathway assessments
- SIPPS assessments
- Foundations progress monitoring weekly

As the year progresses, monthly PLC meetings provide teachers the opportunity bring student work and adjust instruction based on comparisons and achievement. Quarterly data chats by administration will assist in keeping teachers standards aligned and focused on achievement as a grade level, as a class, and on individual striving learners who need more support.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Werner, Stacia, werners1@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 utilize the district adopted curriculum for all grade levels in core instruction: Foundations, Geodes, Wit & Wisdom. Foundations and Systematic Instruction in Phonics and Phonemic Awareness (SIPPs) are our district approved phonics-based program for intervention in Grades K-3. Students with basic reading deficiencies are provided small group instruction during intervention time using Leveled Literacy Intervention (LLI) and where needed, SIPPS. Teachers will also use Rally Coach and Magnetic Reading as supplemental materials in the classroom for small group instruction and independent practice with on grade level materials.

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 district adopted curriculum has gone through a strenuous vetting process and is highly regarded across the nation. The Region 2 Program Specialist Team also provides direction and support with how these materials are implemented in the classroom and during intervention groups. Other district schools who have used these specific resources and strategies have demonstrated student growth in supporting striving learners.

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
<p>The master schedule was adjusted to allow for an undisturbed 120 minutes of Reading/ELA instruction. During this block, it is expected that core instruction, teacher led small group instruction, and centers for student practice are established. This does not include the 35 minute intervention block referred to as WIN Time (What I Need). Independent Reading with Conferencing has been added to each grade level schedule for 20 minutes to increase the amount of exposure students have to written text and the joy of reading. The Literacy Coach will do learning walks specifically during this portion of the master schedule looking for consistent implementation and effectiveness. The literacy coach will also focus teachers on literacy strategies being used for both core and intervention time during common planning and PLC time discussions.</p>	<p>Werner, Stacia, werners1@lake.k12.fl.us</p>
<p>A focus on the PLC process and focus on essential standards for core instruction is established to assist teachers with instructional planning and their professional learning needs. The Literacy Coach ensures that all planning is standards-based and utilizes each section of the District Instructional Framework, with supporting teacher strategies and student look-fors. Writing teams for all grade levels are provided to allow coaches the extra time to facilitate identifying the essential standard, planning for scaffolds and acceleration opportunities, and determining when to adjust instruction based on student work. District specialists attend and support teachers and instructional coaches throughout this process each month.</p>	<p>Hackler, Jeanne, hacklerj@lake.k12.fl.us</p>
<p>The Program Specialist for K-5 Reading will assist the Literacy Coach in lesson study cycles and side-by-side coaching techniques to support ELA teachers' needs in Grades 3-4. These grade levels have the most new teachers to Lake County and/or the grade level content ELA Wit and Wisdom curriculum. By providing modeling, demonstrations, in real-time coaching, and collaborative discussions, teachers will feel more confident and deliver more effective classroom instruction for all learners.</p>	<p>Werner, Stacia, werners1@lake.k12.fl.us</p>
<p>Literacy Assessment will be monitored by the Guiding Coalition, lead by the principal, where strategies for improvement using data-based decision-making will take place monthly. One teacher leader per grade level regularly attends these monthly meetings where common assessment data, state data, and diagnostic results are used to determine areas for focus in literacy content.</p>	<p>Werner, Stacia, werners1@lake.k12.fl.us</p>

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 Facebook. Copies will also be placed in the front office, public libraries and disseminated during our Title I annual meeting. To ensure goals are met, components of the SIP will be reviewed at monthly scheduled SAC meetings.

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

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

We believe positive relationships and engaging parents, families, and community stakeholders in the education process and essential to improve 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 and Parent Teacher Organization meetings. We will use social media platforms such as Tavares Elementary School Website (www.TEL.lake.k12.fl.us) and Facebook (www.facebook.com/TavaresBullPups) to notify and invite families and other key stakeholders of school-wide events and activities, and provide a weekly PAW and FSL monthly newsletter to parents.

We will have parent/teacher conferences where teachers will discuss each child's assessment results, progress in class, expectations and goals for the school year.

We will hold monthly Title I family engagement events.

Our Family School Liaison will be the link between the school and home. Family liaisons will work in the school and community to help families get the information and assistance they need to support their children and ensure their academic success.

Title I annual meetings will be held to explain the Title I programs and the rights of parents to be involved.

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

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

We will plan to review and update our curriculum to align with the latest educational standards and best practices. This includes identifying gaps, incorporating interdisciplinary connections, and integrating real-world applications to make the curriculum more engaging and relevant for students.

Teachers will receive professional development to enhance their skills in differentiated instruction, catering to diverse learning styles and academic abilities. This approach ensures that all students receive personalized support to excel in their studies.

The school will implement formative assessment strategies that provide continuous feedback to both students and teachers. This helps identify areas of improvement and allows for timely interventions, ultimately boosting student performance.

By implementing these strategies, the school aims to strengthen its academic program, increase learning time, and provide an enriched and accelerated curriculum for its students. These efforts are designed to ensure that each student has the opportunity to reach their full potential and excel academically.

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 will also give input during School Advisory Committee meetings and parent events held at the school.

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 motto is "Pawsitive Steps To Success" and we embrace this each and every day. Students follow the BullPup Values established by the PBIS Team, which are being positive, accountable, well-mannered, and successful. We begin each and every day by having all students stand and recite the BullPup Pledge after the Pledge of Allegiance. This creates a sense of community and self-confidence that we would like to instill in all students. Our Mental Health School Liaison does a Zones of Regulation training for all teachers and also pushes into classrooms who request her to model this instruction to students. We expect to see fewer discipline referrals and higher engagement in classes when our students are feeling confident and in control of their "big feelings". Teachers are trained on what a "calm down" bin does for students and are provided the resources and materials to create their own with guidance from the Guidance Counselors and MHL. Our PASS Teacher also pushes into classrooms to support striving learners who have experienced behavior support needs. By having her visible and in support of staying in classrooms to learn, students are less likely to misbehave to escape what is frustrating them because she is there to help them through the frustration in real-time.

We believe in supporting our students of all academic abilities and interests. We have after school clubs that include but are not limited to: art, chorus, Girls on the Run, STEAM, and Math. The Leadership Team has chosen 4-5 students each that are in the lowest quartile and may need an extra positive face to encourage them each week. This Leadership Mentoring Program makes positive connections between striving learners and the school environment, without feeling the pressure of academic struggles.

We promote positive interactions with our families and community at large through our Parent Teacher Organization (PTO). This organization plans for special events and opportunities to increase student happiness with school, which will result in increased attendance and healthier social emotional outcomes.

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))

Here at TES, we believe in supporting a well rounded student in all aspects. Some students have high aspirations of education beyond the average college pathway, while others aspire to utilize their skills and be career ready after high school. Through our partnerships with the feeder schools Tavares Middle School and Tavares High School, we are able to expose our students to both the academic pathways each school provides, but also what careers will be available to them as they progress. We schedule a visit for 5th grade students to visit the high school, as well as have the middle school representatives come speak to them on campus, preparing them for their next adventure. The Guidance Counselors engage in classroom lessons through specials that teach life skills such as budgeting, resume building, and college application fulfillment. We will host a

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

Our number one behavior problem area is behavior on the school bus. Through a positive incentive program based on positive peer pressure, students are encouraged to follow the BullPup Values while on the bus to reduce any referrals or misbehavior. Rosters of full busses without referrals can earn rewards, as well as individuals that struggle with impulse control. The Guidance Counselors and PASS Teacher are involved in positive rewards for students in Tier 2 or Tier 3 Behavior interventions through MTSS. Students with behavior plans have incentives to reflect and revise their behavior patterns and choices as the year progresses. The school overall has a PBIS system based on earning daily check marks for attendance, behavior, and academic focus (did I attend, did I behave, did I participate). Students can earn t-shirts, food, trinkets, parties, and even opportunities to do something to an administrator like sliming or pie in the face. Administration also makes positive phone calls home to striving students to encourage intrinsic rewards and a sense of pride in their new choice patterns.

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))

During this era, it is exceptionally important to recruit, support, and retain quality employees in all departments. Our first priority is to ensure our campus culture and climate is that of belonging and respect. All persons are treated equally, regardless of age, sex, education, or financial background. Learning and advancement opportunities are provided for all employees such as but not limited to: in-service, certification, counseling on adult education opportunities, leadership within departments. The administration is committed to an open door policy that encourages not just feedback on what takes place on our campus and for our students, but insists on input before creating systems or making decisions. Faculty and staff surveys are implemented quarterly to provide anonymous opportunities to give input and feedback at the same-time. Grade Chairs are teacher leaders who are tasked with relaying sensitive and/or important information between administration and teachers and teachers assistants. There must be open communication at all times for all employees to feel their voices are heard and that they matter. Opportunities to earn extra income comes in the form of extended planning days, writing teams, over-time, and compensation time. When all adults on campus are invested in each and every student, collective efficacy is at an all time high and students will achieve to their highest potential.

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))

Providing a solid foundation and love for education and school as a whole is very important for young children. We encourage early literacy by partnering with the Lake County Library system and The Dolly Parton Foundation who encourages early literacy for ages 0-5. We highlight our own PreK and VPK

programs at events and on social media to not only demonstrate the importance of beginning exposure to education early, but that as they transition from VPK into Kindergarten, that they are well prepared and already embedded in the school family. Students in PreK-VPK enjoy regular specials classes, being exposed to regular curriculum such as older students do. They are also provided recess and campus-wide event access, exactly like the "big kids". Our youngest BullPups go on fields trips to learn about the community and world at large, while also having guests and visitors who teach them about jobs or safety. By the time they turn five, our students are ready to excel at the next level.