

The School District of Lee County

River Hall Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	31
V. Reading Achievement Initiative for Scholastic Excellence	31
VI. Title I Requirements	34
VII. Budget to Support Areas of Focus	0

River Hall Elementary School

2800 RIVER HALL PKWY, Alva, FL 33920

<http://rhe.leeschools.net/>

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide a safe, secure environment that ensures the development of the whole child. Through successful experiences, all children will grow academically, socially, emotionally, physically and creatively.

Provide the school's vision statement.

To educate all students to their fullest potential so they may become productive members of 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
Poulakis, Jody	Principal	<p>Instructional Leader:</p> <ul style="list-style-type: none"> *Facilitates PLC process and sub-group task forces. *Co-creates the SIP with leadership team and other critical stakeholders. *Monitors implementation of SIP and progress toward student achievement goals. *Collaboratively develops school wide systems of support that ensure all students reach their full potential and meet their academic, attendance, and behavioral goals. *Creates a positive climate and culture of success for all students.
Tweet, Adam	Assistant Principal	<p>Instructional Leader:</p> <p>Assists the Principal and Leadership Team in creating and monitoring the SIP to ensure all students reach their academic, attendance, and behavioral goals in an effort to reach their fullest potential. Supports/Improves the systems in place to foster a positive climate and culture of success for all students.</p>
Rodriguez, Jane	Reading Coach	<p>K-2 Literacy Coach:</p> <ul style="list-style-type: none"> *Assists the Principal and Leadership Team in creating and monitoring the SIP to ensure all students reach their academic, attendance, and behavioral goals in an effort to reach their fullest potential. *Supports/Improves the systems in place to foster a positive climate and culture of success for all students. *Provides coaching and feedback to classroom teachers around best practices, high yield strategies, and the district instructional framework. *Models highly effective instruction to increase teacher effectiveness and collective efficacy. *Provides professional development in ELA to support classroom teachers and para-professionals serving students in Tier 1 and Tier 2 instruction. *Works in conjunction with Intervention Specialist to provide Tier 3 Intervention.
Anderson, Susan	Other	<p>Intervention Specialist:</p> <ul style="list-style-type: none"> * Manage the MTSS process at Tier 2, and Tier 3. * Ensure the tiers of support are fluid, organized, and structured to provide targeted intervention that improves student academic achievement, attendance and behavior. * Meet frequently with teachers and parents to monitor progress toward student academic and behavioral goals. * Meet with school counselor, school social worker, and school behavioral specialist monthly to monitor impact of interventions and student progress. * Serves as 504 coordinator to ensure students receive the accommodations

Name	Position Title	Job Duties and Responsibilities
		necessary to allow them access to curriculum and learning opportunities equal to that of their non-disabled peers.

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.

School leadership team created the draft SIP in July. SIP will be shared with teachers and school staff in faculty meetings and data chats beginning in August. Progress updates will be provided each quarter with a mid-year reflection to happen in January. The SIP is shared with parents, business partners, and community members via SAC beginning in August, and then at the end of each quarter for the remainder of the school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be shared with teachers and school staff in faculty meetings and data chats beginning in August. Formal progress updates toward SIP goals will happen in grade level data chats each quarter with a mid-year reflection (whole staff) to happen in January.

Systems in place for each FOCUS area will be monitored weekly using Professional Learning Communities and Sub-Group Task Forces for the 4 sub-groups with the greatest gaps and falling below the Federal Index of 41%. Weekly PLC groups meet to discuss alignment of instruction, student learning tasks, and assessment to the benchmarks. Progress monitoring data (exemplars, classroom formative assessments, iReady learning path progress, attendance, behavioral referrals etc) are shared each week and used to inform instruction, group students for intervention and enrichment, and monitor impact of the system on both small groups and individual students. Weekly PLC allows for immediate, appropriate adjustments to individual action steps or the system itself if needed. Teams disaggregate progress monitoring data for each sub-group of students- when data are shared in PLC, all sub-group progress is discussed. In addition, sub-group task forces will meet once a month to share progress toward goals and make adjustments to the plan, allocation of resources, etc as needed. Trend data from leadership classroom walkthroughs are shared in PLC to increase fidelity of implementation and accountability across the school.

Every grade level sets SIP goals and utilizes data trackers to monitor progress toward standards mastery as well as ensure students already proficient, remain proficient. Grade level data are visible in the PLC room and updated after each new data point (is required as part of shared PLC documents as well) Every classroom has a student data wall to monitor class progress toward grade level and school-wide SIP goals. Every student has a data notebook used to set individual goals, monitor growth with data graphs, and share progress with parents. Teachers meet monthly with students to review individual goals and progress toward proficiency. Student led conferences are scheduled with parents for the fall and spring.

The SIP plan itself is formally revised at mid-year or as soon as monitoring data indicate the action steps (systems) are not having the desired impact on learning, attendance, and behavior.

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	56%
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: B 2018-19: B 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	0	0	0	0	0	0	0	0		
One or more suspensions	0	5	7	4	6	5	0	0	0	27	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	86	31	53	0	0	0	170	
Level 1 on statewide Math assessment	0	0	0	34	26	63	0	0	0	123	
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		

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	0	0	1	23	31	0	0	0	55

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	3	1	1	5	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	0	0	0	0	0	0	0	0		
One or more suspensions	0	4	7	5	2	8	0	0	0	26	
Course failure in ELA	0	8	22	38	1	0	0	0	0	69	
Course failure in Math	0	4	3	16	2	2	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	31	10	44	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	23	6	36	0	0	0	65	
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	0	4	4	31	2	26	0	0	0	67

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	2	3	31	0	0	0	0	0	42
Students retained two or more times	0	5	5	3	4	0	0	0	0	17

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	0	0	0	0	0	0	0	0		
One or more suspensions	0	4	7	5	2	8	0	0	0	26	
Course failure in ELA	0	8	22	38	1	0	0	0	0	69	
Course failure in Math	0	4	3	16	2	2	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	31	10	44	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	23	6	36	0	0	0	65	
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	0	4	4	31	2	26	0	0	0	67

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	2	3	31	0	0	0	0	0	42
Students retained two or more times	0	5	5	3	4	0	0	0	0	17

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*	42	48	53	43	52	56	39		
ELA Learning Gains				52			37		
ELA Lowest 25th Percentile				43			39		
Math Achievement*	47	57	59	50	45	50	43		
Math Learning Gains				49			41		
Math Lowest 25th Percentile				38			42		
Science Achievement*	43	53	54	37	59	59	36		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	39	51	59	56			45		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	206
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	46

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	368
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	21	Yes	4	2
ELL	23	Yes	2	1
AMI				
ASN				
BLK	30	Yes	2	1
HSP	35	Yes	1	
MUL	38	Yes	1	
PAC				
WHT	52			
FRL	39	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	46			

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	42			
PAC				
WHT	48			
FRL	40	Yes	1	

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			47			43					39
SWD	11			25			21				5	47
ELL	22			30			13				5	39
AMI												
ASN												
BLK	35			43			25				4	
HSP	34			37			35				5	38
MUL	29			47							2	
PAC												
WHT	52			57			56				4	
FRL	36			42			36				5	44

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	43	52	43	50	49	38	37					56
SWD	7	44	42	19	39	33	13					50
ELL	18	48	52	29	56	52	8					56
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	41	40		42	52		7					
HSP	34	55	50	42	49	44	36					56
MUL	46			38								
PAC												
WHT	52	53	39	60	51	33	46					
FRL	34	49	39	41	43	31	26					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	39	37	39	43	41	42	36					45
SWD	10	28	38	14	44	62	5					35
ELL	12	30	29	14	37	44	12					45
AMI												
ASN												
BLK	17	14		25	23		10					
HSP	35	38	38	35	41	38	26					45
MUL	17			38								
PAC												
WHT	50	45		55	45		52					
FRL	27	28	50	32	33	50	21					52

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%	48%	-6%	54%	-12%
04	2023 - Spring	50%	56%	-6%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	42%	-6%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	55%	-3%	59%	-7%
04	2023 - Spring	60%	61%	-1%	61%	-1%
05	2023 - Spring	34%	52%	-18%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	50%	-9%	51%	-10%

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.

Lowest performance was third grade ELA (35%) and fifth grade Math (34%). Third grade was a team of ten units. We collapsed one unit (no teacher) and two classrooms were served by a new teacher (career changers) and one classroom was served by a substitute teacher all year. Resulting class size was very large making it difficult to differentiate Core instruction. Out of the nine classrooms, only 4 teachers were reading endorsed, making it very difficult to serve students needing Tier 3 intervention in small enough groups to truly provide highly effective intense intervention. Fifth grade was in a similar situation. They were a team with 6 units. The team lost two teachers early in the year and we could not replace the teachers. Our Dean of Students (High School certifications) and our Primary Intervention Specialist filled those classrooms from December through the end of the school year. Neither had fifth grade experience. Only one of them was reading endorsed, so much like third grade, providing highly effective intensive Tier 3 intervention was inconsistent and difficult at best.

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

We did not have a data component that showed a decline from the prior year.

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.

Fifth grade math (34%) had the greatest gap when compared to the State average (55%). This group also had the largest gap between their 2021-22 and 2022-23 scores (-22 points)

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

Fifth grade science showed the greatest improvement (44% from 37%). We attribute this gain to a focus on teaching priority benchmarks (4th grade) and making sure all teachers participated in the District Live Investigations and used the District science logbooks which were rigorous and aligned to the tested benchmarks. We used PLC time to closely monitor students that were proficient in ELA as 4th graders, and were close to proficient in science at midyear.

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

Potential areas of concern include students with suspensions and number of Level 1 in ELA in grades 3 and 5

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

1. Third grade ELA proficiency
2. Third through Fifth grade ELA proficiency
3. Second grade ELA proficiency
4. ESSA Subgroups (SWD, Black, and ED)
5. ELA proficiency of ELL learners

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 ELA**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.

2nd Grade ELA Proficiency is an area of focus for the 2023-24 school year. This group was 53% at or above grade level benchmark on the PM3 2022-23 FAST Reading assessment (1st grade PM3 FAST).

Measurable Outcome:

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

2nd Grade ELA percent proficient will increase from 53% to 56% as measured by FAST by PM3 (May 2024).

Monitoring:

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

Second grade teachers will meet weekly (PLC) to monitor progress toward this goal. Benchmark assessments will be used to assess progress toward mastery of specific benchmarks (exemplars) and overall ELA proficiency (quarterly comprehensives). Standards trackers will be used to monitor progress of each ELA benchmark. These standards trackers are electronic and shared in grade level PLC google drive. Teachers will use the standards tracker to assist with grouping students for small group core instruction as well as intensive intervention and enrichment. Each classroom will use a data wall to monitor growth toward the goal (FAST data). Individual students will track their progress toward their personal growth reading goal as well as the grade level proficiency goal in their data binders which are shared with parents during student led conferences held once in the fall and once in the spring.

Person responsible for monitoring outcome:

Adam Tweet (adamct@leeschools.net)

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.)

Second grade will use Fly Leaf curriculum for their intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Fly Leaf is the District provided evidence-based intervention for second grade. Students will be grouped for this intervention based on the screening assessment outcome. The K-2 Literacy Coach will provide intervention to those students needing Tier 3 intervention.

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.

Planning System for 2nd grade ELA:

Will include a weekly grade level PLC in which they plan for the benchmarks (pacing, scope & sequence)

using the district provided instructional guides, and planning slides, preview the exemplar/assessment to be given that week, and plan instruction for any academic vocabulary necessary for the students to be successful on that assessment. If they have data from the last assessment taken, they will use that information to group for reteach/extension of the benchmark as needed. Principal, AP, and lit coach participate in weekly PLC to monitor the work and the impact on student learning. Teams also meet at least one time a week to collaboratively plan for instruction (outside of PLC). This planning allows the teams to dig into the instructional guides and differentiate for groups students as needed. Teachers plan questioning, alignment of student task to benchmark, and additional assessments during this time.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Tier 1/Core Instruction System for Second Grade ELA:

ELA block core instruction is planned using district instructional guides (including questioning and use of planning slides) to ensure pacing, scope and sequence. It will be built using the District expectations (routines from the Wonders curriculum). The 90 minute, uninterrupted block will include whole group, small group, and individual work (centers and independent work). Use of a common white board configuration (Benchmarks, learning goals, vocabulary, etc) anchor charts, and word walls is expected. Classroom libraries are provided to support independent reading and we have purchased the Scholastic Leveled Bookroom to provide additional leveled materials for small group guided reading. Every classroom will include Core instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Reading Block plan shared August 4th, 2023. PD for the Scholastic Book Room will be the week of August 7th. Classroom libraries to teachers the week of August 2, 2023.

Intervention/Enrichment System for 2nd Grade ELA:

Intervention/Enrichment groups will be built using the Fly Leaf placement tests. Foundational skills and benchmarks groups will be built for small group re-teach/extension in the core block. Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement and the K-2 Lit Coach. If additional staff are needed to provide Tier 3 intervention, we will use Reading Endorsed resource teachers or PCT once hired. Intervention blocks in the master schedule are 60 minutes daily. Extension curriculum includes books from the BEST literature list and writing workshop for grades 2-5.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using Fly Leaf assessments/FAST PM 1 data no later than September 1st. Intervention to begin no later than week of August 28, 2023.

#2. Instructional Practice specifically relating to ELA**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.

3rd Grade ELA Proficiency is an area of focus for the 2023-24 school year. The students entering 3rd grade for the 2023-24 school-year were 51% at or above grade level benchmark on the PM3 2022-23 FAST Reading assessment. This focus area was identified as a critical need because third grade will count as its own school grade reporting category in at the end of 2023-24 school year. It is critical we work to help as many students become proficient readers by the end of third grade as possible.

Measurable Outcome:

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

3rd Grade ELA percent proficient will increase from 51% to 55% as measured by FAST by PM3 (May 2024).

ADJUST THIS GOAL

Monitoring:

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

Third grade teachers will meet weekly (PLC) to monitor progress toward this goal. Benchmark assessments will be used to assess progress toward mastery of specific benchmarks (exemplars) and overall ELA proficiency (quarterly comprehensives). Standards trackers will be used to monitor progress of each ELA benchmark. These standards trackers are electronic and shared in grade level PLC google drive. Teachers will use the standards tracker to assist with grouping students for small group core instruction as well as intensive intervention and enrichment. Each classroom will use a data wall to monitor growth toward the goal (FAST data). Individual students will track their progress toward their personal growth reading goal as well as the grade level proficiency goal in their data binders which are shared with parents during student led conferences held once in the fall and once in the spring.

Person responsible for monitoring outcome:

Jody Poulakis (jodyp@leeschools.net)

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.)

Third grade will use iReady Phonics curriculum for their intervention. Magnetic Reading will be used to support comprehension benchmark and fluency gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

iReady Phonics is the District provided evidence-based intervention for third grade. Students will be grouped for this intervention based on the screening assessment outcome. The PCT will provide intervention to those students needing Tier 3 intervention.

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.

Planning System for 3rd grade ELA:

Will include a weekly grade level PLC in which they plan for the benchmarks using the district provided instructional guides, and planning slides, (pacing, scope & sequence), preview the exemplar/assessment to be given that week, and plan instruction for any academic vocabulary necessary for the students to be successful on that assessment. If they have data from the last assessment taken, they will use that information to group for reteach/extension of the benchmark as needed. Principal, AP, and lit coach participate in weekly PLC to monitor the work and the impact on student learning. Teams also meet at least one time a week to collaboratively plan for instruction (outside of PLC). This planning allows the teams to dig into the instructional guides and differentiate for groups students as needed. Teachers plan questioning, alignment of student task to benchmark, and additional assessments during this time.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Tier 1/Core Instruction System for Third Grade ELA:

ELA block core instruction is planned using district instructional guides (including questioning and use of planning slides) to ensure pacing, scope and sequence. It will be built using the District expectations (routines from the Wonders curriculum). The 90 minute, uninterrupted block will include whole group, small group, and individual work (centers and independent work). Use of a common white board configuration (Benchmarks, learning goals, vocabulary, etc) anchor charts, and word walls is expected. Classroom libraries are provided to support independent reading and we have purchased the Scholastic Leveled Bookroom to provide additional leveled materials for small group guided reading. Every classroom will include Core instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Reading Block plan shared August 4th, 2023. PD for the Scholastic Book Room will be the week of August 7th. Classroom libraries to teachers the week of August 2, 2023.

Intervention/Enrichment System for Third Grade ELA:

Intervention/Enrichment groups will be built using the iReady Phonics placement tests. (If no iReady PM1 data, FAST PM3 will be used) Student groups needing foundational skills and/or grade level benchmarks work will be built for small group re-teach/extension in the core block. Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement and the PCT. If additional staff are needed to provide Tier 3 intervention, we will use Reading endorsed resource teachers. Intervention blocks in the master schedule are 60 minutes daily. Additional curriculum includes Magnetic Reading to address comprehension benchmarks. Extension curriculum includes books from the BEST literature list and writing workshop for grades 2-5.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using iReady Phonics placement tests and FAST PM 1 data. Intervention to begin no later than week of August 28, 2023 (if no iReady data, will use FAST PM3 and 3 minute fluency assessments).

#3. Instructional Practice specifically relating to ELA**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.

3rd-5th Grade ELA Proficiency is an area of focus for the 2023-24 school year. 3rd-5th grade ELA proficiency was 43% at or above grade level benchmark on the PM3 2022-23 FAST Reading assessment.

Measurable Outcome:

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

3rd-5th Grade ELA percent proficient will increase from 43% to 51% as measured by FAST by PM3 (May 2024).

ADJUST THIS GOAL AND ADD SOMETHING SPECIFIC FOR 4TH

Monitoring:

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

Third, fourth, and fifth grade teachers will meet weekly (PLC) to monitor progress toward this goal. Benchmark assessments will be used to assess progress toward mastery of specific benchmarks (exemplars) and overall ELA proficiency (quarterly comprehensives). Standards trackers will be used to monitor progress of each ELA benchmark. These standards trackers are electronic and shared in grade level PLC google drive. Teachers will use the standards tracker to assist with grouping students for small group core instruction as well as intensive intervention and enrichment. Each classroom will use a data wall to monitor growth toward the goal (FAST data). Individual students will track their progress toward their personal growth reading goal as well as the grade level proficiency goal in their data binders which are shared with parents during student led conferences held once in the fall and once in the spring.

Person responsible for monitoring outcome:

Jody Poulakis (jodyp@leeschools.net)

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.)

iReady Phonics is the intervention curriculum for third through fifth grade. We will also use Magnetic reading for grades 3-5 to support comprehension and fluency benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

iReady Phonics is the District provided evidence-based intervention for third-fifth grade. Students will be grouped for this intervention based on the screening assessment outcome. Reading endorsed teachers and the PCT will provide intervention to those students needing Tier 3 intervention.

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.

Planning System for 3rd-5th grade ELA:

Will include a weekly grade level PLC in which they plan for the benchmarks (pacing, scope & sequence) using the district provided instructional guides, and planning slides, preview the exemplar/assessment to be given that week, and plan instruction for any academic vocabulary necessary for the students to be successful on that assessment. If they have data from the last assessment taken, they use that information to group for reteach/extension of the benchmark as needed. Principal, AP, PCT and lit coach participate in weekly PLC to monitor the work and the impact on student learning. Teams also meet at least one time a week to collaboratively plan for instruction (outside of PLC). This planning allows the teams to dig into the instructional guides and differentiate for groups students as needed. Teachers plan questioning, alignment of student task to benchmark, and additional assessments during this time.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Tier 1/Core Instruction System for 3rd-5th Grade ELA:

ELA block core instruction is planned using district instructional guides, including questioning and planning slides, to ensure pacing, scope and sequence. ELA block will be built using the District expectations (routines from the Wonders curriculum). The 90 minute, uninterrupted block will include whole group, small group, and individual work (centers and independent work). Use of a common white board configuration (Benchmarks, learning goals, vocabulary, etc) anchor charts, and word walls is expected. Classroom libraries are provided to support independent reading and we have purchased the Scholastic Leveled Bookroom to provide additional leveled materials for small group guided reading. Every classroom will include Core instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. Class sets of BEST Literature books will be used for read alouds, modeled reads, and shared reads. PD in higher level questioning and alignment of student tasks to benchmarks will be provided.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Reading Block plan shared August 4th, 2023. PD for the Scholastic Book Room will be the week of August 7th. Classroom libraries & other books will be delivered to teachers the week of August 2, 2023. Ongoing PD throughout the school year.

Intervention/Enrichment System for 3rd-5th Grade ELA:

Intervention/Enrichment groups will be built using the iReady Phonics placement tests. Students will also be grouped based on oral reading fluency and specific benchmark needs for small group re-teach/extension in the core block (will use Magnetic Reading Curriculum). Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement and the K-2 Lit Coach/PCT. If additional staff are needed to provide Tier 3 intervention, we will use Reading Endorsed resource teacher as available. Intervention blocks in the master schedule are 60 minutes daily. Extension curriculum includes books from the BEST literature list and writing workshop for grades 2-5.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using iReady Phonics assessments/FAST PM1 data. Intervention to begin no later than week of August 28, 2023. (if no iReady data, will use FAST PM3 and 3 minute fluency assessments).

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Improving ELA proficiency for students with disabilities is an area of focus because they performed below the Federal Index of 41% on the PM3 2022-23 FAST ELA or the third year. This group was 31% proficient. Adjusting instruction in the Core and in the intervention block for these students is critical for their success.

Measurable Outcome:

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

Students with disabilities will increase proficiency from 31% to 38% as measured by FAST by PM3 (May 2024).

Monitoring:

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

Grade level teachers will meet weekly (PLC) to monitor progress toward this goal. Benchmark assessments will be used to assess progress toward mastery of specific benchmarks (exemplars) and overall ELA proficiency (quarterly comprehensives). Standards trackers will be used to monitor progress of each ELA benchmark. These standards trackers are electronic and shared in grade level PLC google drive. Teachers will use the standards tracker to assist with grouping students for small group core instruction as well as intensive intervention and enrichment. Data walls will be used to monitor growth toward the goal (FAST data). Individual students will track their progress toward their personal growth reading goal as well as the grade level proficiency goal in their data binders. SWD task force will meet monthly to review progress monitoring for this group of students and ensure they are making gains toward proficiency each month,

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

ELA intervention for K/1 SWD is Read Well, 2nd SWD intervention is Fly Leaf and 3-5 is iReady Phonics and iReady Magnetic Reading. ESE resource teachers will provide small group intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Read Well, Fly Leaf and Iready Phonics are the District provided evidence-based intervention for K-5. Students will be grouped for this intervention based on the screening assessment outcome. The K-2 Literacy Coach, PCT and ESE resource teachers will provide Tier 3 intervention.

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.

Planning System for SWD subgroup:

Will include a weekly grade level PLC in which teachers plan for the benchmarks (pacing, scope & sequence), preview the exemplar/assessment to be given that week, and plan instruction for any academic vocabulary necessary for the students to be successful on that assessment. If they have data from the last assessment taken, they will use that information to group for reteach/extension of the benchmark as needed. Principal, AP, and lit coach participate in weekly PLC to monitor the work and the impact on student learning.

PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Tier 1/Core Instruction System for SWD subgroup

ELA block will be built using the District expectations (routines from the Wonders curriculum). The 90 minute, uninterrupted block will include whole group, small group, and individual work (centers and independent work). Use of a common white board configuration (Benchmarks, learning goals, vocabulary, etc) anchor charts, and word walls is expected. Classroom libraries are provided to support independent reading and we have purchased the Scholastic Leveled Bookroom to provide additional leveled materials for small group guided reading. Every classroom will include Core instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language using district provided instructional guides, scope and sequence.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: Reading Block plan shared August 4th, 2023. PD for the Scholastic Book Room will be the week of August 7th. Classroom libraries to teachers the week of August 2, 2023.

Intervention/Enrichment System for SWD subgroup:

Intervention/Enrichment groups will be built using the Fly Leaf placement tests. Foundational skills and benchmarks groups will be built for small group re-teach/extension in the core block. Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement, ESE resource teachers, and the K-2 Lit Coach. If additional staff are needed to provide Tier 3 intervention, we will use Reading Endorsed resource teachers or PCT once hired.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using ReadWell, Fly Leaf, and iReady Phonics assessments/FAST PM 1 data no later than September 11, 2023

#5. ESSA Subgroup specifically relating to Black/African-American**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.

Improving ELA proficiency for students in the Black/African American subgroup is an area of focus because they performed below the Federal Index of 41% on the PM3 2022-23 FAST ELA or the third year. This group was 3% proficient. Adjusting instruction in the Core and in the intervention block for these students is critical for their success.

Measurable Outcome:

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

Students will increase proficiency from 36% to 41% as measured by FAST by PM3 (May 2024).

Monitoring:

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

teachers will meet weekly (PLC) to monitor progress toward this goal. Benchmark assessments will be used to assess progress toward mastery of specific benchmarks (exemplars) and overall ELA proficiency (quarterly comprehensives). Standards trackers will be used to monitor progress of each ELA benchmark. These standards trackers are electronic and shared in grade level PLC google drive. Teachers will use the standards tracker to assist with grouping students for small group core instruction as well as intensive intervention and enrichment. Each classroom will use a data wall to monitor growth toward the goal (FAST data). Individual students will track their progress toward their personal growth reading goal as well as the grade level proficiency goal in their data binders which are shared with parents during student led conferences held once in the fall and once in the spring.

Person responsible for monitoring outcome:

Jody Poulakis (jodyp@leeschools.net)

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.)

ELA intervention for K/1 is Read Well, 2nd SWD intervention is Fly Leaf and 3-5 is iReady Phonics and iReady Magnetic Reading. PCT, K-2 Lit Coach, and resource teachers will provide small group intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Read Well, Fly Leaf and Iready Phonics are the District provided evidence-based intervention for K-5. Students will be grouped for this intervention based on the screening assessment outcome. The K-2 Literacy Coach, PCT and resource teachers will provide Tier 3 intervention.

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.

Planning System

Will include a weekly grade level PLC in which they plan for the benchmarks (pacing, scope & sequence), preview the exemplar/assessment to be given that week, and plan instruction for any academic vocabulary necessary for the students to be successful on that assessment. If they have data from the last assessment taken, they will use that information to group for reteach/extension of the benchmark as needed. Principal, AP, and lit coach participate in weekly PLC to monitor the work and the impact on student learning.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Tier 1/Core Instruction System

ELA block will be built using the District expectations (routines from the Wonders curriculum). The 90 minute, uninterrupted block will include whole group, small group, and individual work (centers and independent work). Use of a common white board configuration (Benchmarks, learning goals, vocabulary, etc) anchor charts, and word walls is expected. Classroom libraries are provided to support independent reading and we have purchased the Scholastic Leveled Bookroom to provide additional leveled materials for small group guided reading. Every classroom will include Core instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language using district provided instructional guides, scope and sequence.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: Reading Block plan shared August 4th, 2023. PD for the Scholastic Book Room will be the week of August 7th. Classroom libraries to teachers the week of August 2, 2023.

Intervention/Enrichment System

Intervention/Enrichment groups will be built using the Fly Leaf placement tests. Foundational skills and benchmarks groups will be built for small group re-teach/extension in the core block. Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement and the K-2 Lit Coach. If additional staff are needed to provide Tier 3 intervention, we will use Reading Endorsed resource teachers or PCT once hired

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using read Well, Fly Leaf, and iready phonics assessments/FAST PM 1 data no later than September 11, 2023

#6. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

ELA Proficiency for the Economically Disadvantaged sub group is an area of focus for the 2023-24 school year. This group was 40% at or above grade level benchmark on the PM3 2022-23 FAST Reading assessment (1st grade PM3 FAST).

Measurable Outcome:

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

Economically Disadvantage subgroup ELA percent proficient will increase from 40% to 45%% as measured by FAST by PM3 (May 2024).

Monitoring:

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

teachers will meet weekly (PLC) to monitor progress toward this goal. Benchmark assessments will be used to assess progress toward mastery of specific benchmarks (exemplars) and overall ELA proficiency (quarterly comprehensives). Standards trackers will be used to monitor progress of each ELA benchmark. These standards trackers are electronic and shared in grade level PLC google drive. Teachers will use the standards tracker to assist with grouping students for small group core instruction as well as intensive intervention and enrichment. Each classroom will use a data wall to monitor growth toward the goal (FAST data). Individual students will track their progress toward their personal growth reading goal as well as the grade level proficiency goal in their data binders which are shared with parents during student led conferences held once in the fall and once in the spring.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

ELA intervention for K/1 is Read Well, 2nd SWD intervention is Fly Leaf and 3-5 is iReady Phonics and iReady Magnetic Reading. Resource teachers will provide small group intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Read Well, Fly Leaf and Iready Phonics are the District provided evidence-based intervention for K-5. Students will be grouped for this intervention based on the screening assessment outcome. The K-2 Literacy Coach, PCT and ESE resource teachers will provide Tier 3 intervention.

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.

Planning System:

Will include a weekly grade level PLC in which they plan for the benchmarks (pacing, scope & sequence), preview the exemplar/assessment to be given that week, and plan instruction for any academic vocabulary necessary for the students to be successful on that assessment. If they have data from the last assessment taken, they will use that information to group for reteach/extension of the benchmark as needed. Principal, AP, and lit coach participate in weekly PLC to monitor the work and the impact on student learning.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: PLC schedule will be created and shared with teachers by August 11, 2023. This PLC cycle is shared in the weekly Monday Memo to all staff and adjusted as needed.

Tier 1/Core Instruction System

ELA block will be built using the District expectations (routines from the Wonders curriculum). The 90 minute, uninterrupted block will include whole group, small group, and individual work (centers and independent work). Use of a common white board configuration (Benchmarks, learning goals, vocabulary, etc) anchor charts, and word walls is expected. Classroom libraries are provided to support independent reading and we have purchased the Scholastic Leveled Bookroom to provide additional leveled materials for small group guided reading. Every classroom will include Core instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language using district provided instructional guides, scope and sequence.

Person Responsible: Jody Poulakis (jodyp@leeschools.net)

By When: Reading Block plan shared August 4th, 2023. PD for the Scholastic Book Room will be the week of August 7th. Classroom libraries to teachers the week of August 2, 2023.

Intervention/Enrichment System:

Intervention/Enrichment groups will be built using the Fly Leaf placement tests. Foundational skills and benchmarks groups will be built for small group re-teach/extension in the core block. Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement and the K-2 Lit Coach. If additional staff are needed to provide Tier 3 intervention, we will use Reading Endorsed resource teachers or PCT once hired.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using Fly Leaf assessments/FAST PM 1 data no later than September 11, 2023

Intervention/Enrichment System:

Intervention/Enrichment groups will be built using the Fly Leaf placement tests. Foundational skills and benchmarks groups will be built for small group re-teach/extension in the core block. Teachers will meet in PLC to monitor progress and adjust intervention/enrichment groups as needed. Tier 3 intervention will be provided by teachers with the Reading Endorsement and the K-2 Lit Coach. If additional staff are needed to provide Tier 3 intervention, we will use Reading Endorsed resource teachers or PCT once hired.

Person Responsible: Jane Rodriguez (janevr@leeschools.net)

By When: Intervention/Enrichment groups will be built using Fly Leaf assessments/FAST PM 1 data no later than September 11, 2023

#7. 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.

We have identified high number of students with more than one out of school suspension. Students need to be in the classroom to take advantage of core instruction and intervention.

Measurable Outcome:

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

We will reduce the number of both in and out of school suspensions by 10% as measured in FOCUS by May 31, 2024.

Monitoring:

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

Student discipline referrals and resulting actions will be monitored by the Dean of Students and Assistant Principal, each month. The PBS team will share all discipline data with the staff, each quarter.

Person responsible for monitoring outcome:

Adam Tweet (adamct@leeschools.net)

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 a PBIS school. Teachers use Bobcat Bucks and Positive Referrals to reinforce the school-wide LEAP expectations. Students earn Bobcat Bucks for meeting expectations across the school (classroom, cafeteria, specials, etc) as well as on our buses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is evidence and research based and a District expectation for intervention.

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 team will meet monthly with the leadership team and Assistant Principal to review positive referrals, Bobcat Bucks, and discipline data.

Person Responsible: Adam Tweet (adamct@leeschools.net)

By When: May 31, 2024

PBIS team will open the Bobcat Store. Students will be able to use their Bobcat Bucks to purchase rewards.

Person Responsible: Adam Tweet (adamct@leeschools.net)

By When: September 30, 2023

PBIS team will host monthly "clean card" parties/incentives for students that have a clean blue card (includes options for ALL students to earn back signatures to earn the monthly reward)

Person Responsible: Adam Tweet (adamct@leeschools.net)

By When: the last school day of each month

CSI, TSI and ATSI Resource Review

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

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

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

1st grade 51% scoring below Level 3; 2nd grade 52% scoring below Level 3; 3rd grade 64% scoring below Level 3. Teachers will be trained in the Science of Reading throughout the school year. School leaders (Principal and Assistant Principal) will also receive training in the Science of Reading.

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

3rd grade 64% scoring below Level 3, 4th grade 43% scoring below Level 3, 5th grade 56% scoring below Level 3. Teachers will be trained in the Science of Reading throughout the school year. School leaders (Principal and Assistant Principal) will also receive training in the Science of Reading.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades K-2 will increase the percent of students scoring a Level 3 to at least 50% as measured by FAST ELA PM3 by the end of May 2024.

Grades 3-5 Measurable Outcomes

Grades 3-5 will increase the percent of students scoring a Level 3 to at least 50% as measured by FAST ELA PM3 by the end of May 2024.

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.

We will progress monitor using the STAR assessment by tracking growth on an electronic data dashboard. Exemplar tracking will be done by individual teachers in their classrooms. Comprehensive benchmark baseball cards will be shared with each teacher quarterly. Teachers will participate in data chats with leadership team on a quarterly basis.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Poulakis, Jody, jodyp@leeschools.net

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?

All grade levels will utilize iReady, which is expected by District and aligned with the Florida Reading Model. Each

grade level will also utilize resources identified by the Florida Center for Reading Research.

Kindergarten and First Grade are both using Read Well to solidify our students with foundational skills.

This is the District provided intervention. We teach grade level benchmarks as identified by the state.

Second Grade will utilize Flyleaf, which is the District provided intervention and aligned to the Florida Reading Model. Additionally, we will teach benchmarks identified by the state. Our teachers utilize the Florida Reading Model from USF.

Third, Fourth, and Fifth Grades will utilize the Curriculum Associates Phonics Program and the Florida Reading Model for intervention.

Rationale:

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

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

The programs address the identified need and have a record of effectiveness.

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>1. Identify and develop a professional development plan to improve reading proficiency.</p> <p>Literacy Leadership - Identify areas of need and develop a scope and sequence of professional development. Literacy Coaching - Work with teams in PLC work sessions to implement the learning. Assessment - Monitor the implementation of the professional learning through DIBELS, Exemplars, and intervention program placement testing. Professional Learning - Tuesday mornings from 7:45-8:15am</p>	Poulakis, Jody, jodyp@leeschools.net
<p>2. Utilize the PLC process to drive student proficiency.</p> <p>Literacy Leadership - Compile, analyze, and present data for the PLC work Literacy Coaching - Lead the PLC work Assessment - Backwards plan from assessments, test specs and focus on ALD 3 or above Professional Learning - As requested by each PLC team</p>	Poulakis, Jody, jodyp@leeschools.net
<p>3. Benchmark Alignment Walks</p> <p>Literacy Leadership - Walk classrooms looking to identify alignment of instruction and assessment to the rigor of the benchmarks, levels of student collaboration, and high levels of questioning as well as determine teachers in need of celebration, support and coaching Literacy Coaching - Coaching those identified by the tool. Assessment - Look for exit tickets and assessments aligning with item specs Professional Learning - Develop teachers' understanding and increase effectiveness in delivering high quality instruction of the state benchmarks.</p>	Poulakis, Jody, jodyp@leeschools.net

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.

- School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
- On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
- On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
- On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.

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))

River Hall recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include language barriers, inability to secure childcare, and inability to leave work for events/meetings. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools' baseline data sources, i.e., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year. We also gather parent workshop and training evaluations, sign in sheets, attendance and volunteer logs, parent surveys, and the PFEP Evaluation. The PFEP will be a principal element of the review process in gathering data at the end of the year as we complete the SIP (Comprehensive Needs Analysis).

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)

- Hired additional personnel including a PCT and instructional Support Paras to work with small groups of students.
- Curriculum and Development Supplemental Contracts for processing for improvement include ongoing data chats at the classroom level, data review and instructional change, baseline/midyear/final, and adjustments to align curriculum, resources, and the results for assessments aligned to Florida's academic standards.
- PD opportunities to improve teacher quality made available using Title I funds

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))

Collaborative partners (i.e include Early Childhood Services (Head Start, VPK) ; Foundation for Lee County Schools; local Literacy Council; Florida Gulf Coast University; Florida SouthWestern State College; and Local Chamber of Commerce. Activities with Early Childhood include blended VPK/Title I classrooms for four-year-olds. This is a voluntary program that identifies elevated risk students to receive a full year of educational opportunities. The benefits for students include readiness for kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year-old's who participate in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening.

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))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services.

The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

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))

Extended Learning Opportunities - Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. We will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. We will use a before/after school model. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

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).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). We have implemented the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - We are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

We are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). We have a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

We have a designated Intervention Specialist that facilitates team processes and ensures that identified

interventions are implemented and monitored for effectiveness. Currently, the district utilizes “Insights to Behavior” to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions.

Our MTSS team may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

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))

The district’s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development our Peer Collaborative Teachers (PCT) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

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))

We have the Young 5 program, Title I Pre-K and Special Education PK programs in place to prepare students socially, emotionally and academically for Kindergarten. We have incoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year.