Bonita Springs Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bonita Springs Elementary School

10701 DEAN ST SE, Bonita Springs, FL 34135

http://bne.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.

We at, BSE, will achieve academic and personal excellence through collaboration, leadership, and respect.

Provide the school's vision statement.

The vision of Bonita Springs Elementary is to be a world-class school.

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
Cooper, Robert	Principal	MAJOR FUNCTION: Provide instructional leadership at the assigned school that will ensure continuous improvement in measurable student performance and achievement. Provide organizational leadership to include personnel, budget, purchasing safety, public relations, plant operations, food services, and transportation that will support high performance expectations for all stakeholders. MINIMUM QUALIFICATIONS: ▪ Master's degree with certification in educational leadership or administration/supervision. ▪ Five (5) years of Highly Effective/Effective teaching experience. ▪ Three (3) years of Highly Effective/Effective administrative experience. ▪ Proven experience successfully managing multiple business/department functions and staff in an upper-level leadership capacity preferred. ▪ Valid Florida School Principal Certification. ▪ Lean Six Sigma Certification preferred. Such alternatives to the above qualifications as the Board may find acceptable. KNOWLEDGE, SKILLS, AND ABILITIES: ▪ Clear and concise oral, written, and public communication skills; leadership and strategic thinking skills; analytical, organizational, and management skills. ▪ Knowledge of and ability to interpret and apply federal, state, and local statutes, laws, regulations, rules, policies, procedures, and current research-based best practices governing the functional area of assignment. ▪ Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention. ▪ Knowledge of advanced principles and techniques of project management, planning, training, budgeting, and supervision. ▪ Ability to analyze data and use data-driven decision making to implement effective programs. ▪ Ability to maintain a professional demeanor during stressful and highly visible situations. ▪ Ability to motivate, lead, and challenge a diverse team and establish objectives and action plans to achieve District goals. REPORTS TO: Executive Director, School Development or Designated Administrator ESSENTIAL JOB FUNCTIONS: ▪ Achieve results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance. ▪ Implement the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula. ▪ Recruit, retain, and develop an effective and diverse faculty and staff. ▪ Generate a focus on student and professional learning in the school that is

Name	Position Title	Job Duties and Responsibilities

clearly linked to the system-wide strategic objectives and the school improvement plan. ▪ Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction. 2 of 3 Job Title: Principal Salary Schedule: Administrator Job Code: 105750, 105760, 105800, 105850, 105900, 105910, 105950, 106000, 106050 Pay Grade: 14 JDE: P-6.01 ▪ Employ a faculty with the instructional proficiencies needed for the school population served and identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. ▪ Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and times, and engages faculty in effective individual and collaborative professional learning throughout the school year. ▪ Structure and monitor a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. ▪ Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. ▪ Promote school and classroom practices that validate and value similarities and differences among students and provide recurring monitoring and feedback on the quality of the learning environment. ▪ Initiate and support continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data and give priority attention to decisions that impact the quality of student learning and teacher proficiency. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decisions for effectiveness, equity, and intended and actual outcomes. ▪ Empower others and distribute leadership when appropriate. ▪ Use effective technology integration to enhance decision making and efficiency throughout the school. ▪ Actively cultivate, support, and develop other leaders within the organization, provide evidence of delegation and trust in subordinate leaders, and plan for succession management in key positions. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Develop sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. ▪ Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. ▪ Organize time, tasks, and projects effectively with clear objectives and coherent plans and establish appropriate deadlines. ▪ Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development and demonstrate fiscal responsibility to maximize the impact of fiscal resources on instructional priorities. ▪ Practice two-way communication and use

Name	Position Title	Job Duties and Responsibilities

appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ▪ Actively listen to and learn from student, staff, parents, and community stakeholders and recognize individuals for effective performance. ▪ Communicate student expectations and performance information to students, parents, and the community. ▪ Maintain high visibility at the school and in the community, regularly engage stakeholders in the work of the school, and communicate opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues. ▪ Ensure faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B1.001 and 6B-1.006, Florida Administrative Code. ▪ Demonstrate resiliency by staying focused on the school's vision and reacting constructively to barriers that include disagreement and dissent with leadership. ▪ Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and the local community. ▪ Demonstrate willingness to accept responsibility for actions and utilize constructive criticism for professional growth. ▪ Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback. ▪ Implement regulations as they pertain to the assigned school. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. 3 of 3 Job Title: Principal Salary Schedule: Administrator Job Code: 105750, 105760, 105800, 105850, 105900, 105910, 105950, 106000, 106050 Pay Grade: 14 JDE: P-6.01 OTHER JOB FUNCTIONS: ▪ Attend staff meetings and participate in conferences and other trainings to enhance job performance. ▪ Seek out professional development opportunities and maintain professional licensure and certifications. ▪ Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times. ▪ Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education. ▪ Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale. ▪ Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality. EXERTION TYPE: ▪ Medium work. Position requires exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. OTHER PHYSICAL REQUIREMENTS: The following selected physical activities are required to perform the essential functions of this position. Physical Requirement Description Percent of Time ? Balancing Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is

Name	Position Title	Job Duties and Responsibilities
		important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. 30% ? Climbing Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. 10% ? Crawling Moving about on hands and knees or hands and feet. 10% ? Crouching Bending the body downward and forward by bending leg and spine. 30% ? Feeling Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. 80% ? Finger Dexterity Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling. 90% ? Grasping Applying pressure to an object with the fingers and palm. 80% ? Hearing Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound. 100% ? Kneeling Bending legs at knee to come to a rest on knee or knees. 10% ? Lifting Raising objects from a lower to a higher position or moving objects horizontally from position-toposition. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles. 30% ? Pulling Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion. 30% ? Pushing Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward. 30% ? Reaching Extending hand(s) and arm(s) in any direction.
Lynn, Jeannine	Assistant Principal	MAJOR FUNCTION: Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school. Assume full responsibility of the school when the Principal is absent from the building. MINIMUM QUALIFICATIONS: ▪ Master's degree with certification in educational leadership or administration/supervision. ▪ Three (3) years of Highly Effective/Effective teaching experience. ▪ Proven experience successfully managing business/department functions and staff preferred. ▪ Valid Florida teaching certificate. ▪ Industry certification preferred. ▪ Lean Six Sigma Certification preferred. Such alternatives to the above qualifications as the Board may find acceptable. KNOWLEDGE, SKILLS, AND ABILITIES: ▪ Clear and concise oral, written, and public communication skills; leadership and strategic thinking skills; analytical, organizational, and management skills. ▪ Skill in personnel management with the ability to document clear and measurable requirements and performance standards. ▪ Knowledge of federal, state, and local statutes, laws, regulations, rules, policies, procedures, and current research-based best practices governing the functional area of assignment. ▪ Knowledge of HIPAA, Public Records Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention. ▪ Ability to plan, direct, band manage a wide range of projects, events, systems, and activities to successful completion. ▪ Ability to collect and research data; synthesize

Name	Position Title	Job Duties and Responsibilities
		information; and design, implement, and evaluate programs. REPORTS TO: Principal or Designated Administrator ESSENTIAL JOB FUNCTIONS: ▪ Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments. ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan. ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. 2 of 3 Job Title: Assistant Principal Salary Schedule: Administrator Job Code: Multiple Pay Grade: 12 JDE: A-36.01 ▪ Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ▪ Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school. ▪ Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code. ▪ Demonstrate resiliency by staying focused on the

Name	Position Title	Job Duties and Responsibilities
		school vision and reacting constructively to the barriers that include disagreement and dissent with leadership. ▪ Engage in professional learning that improves professional practice in alignment with the needs of the school system. ▪ Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth. ▪ Implement regulations as they pertain to the assigned school. OTHER JOB FUNCTIONS: ▪ Attend staff meetings and participate in conferences and other trainings to enhance job performance. ▪ Seek out professional development opportunities and maintain professional licensure and certifications. ▪ Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times. ▪ Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education. ▪ Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale. ▪ Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality. EXERTION TYPE: ▪ Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. OTHER PHYSICAL REQUIREMENTS: The following selected physical activities are required to perform the essential functions of this position. Physical Requirement Description Percent of Time ? Balancing Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. 10% ? Climbing Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. 10% ? Crawling Moving about on hands and knees or hands and feet. 10% ? Crouching Bending the body downward and forward by bending leg and spine. 10% ? Feeling Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. 80% ? Finger Dexterity Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling. 90% ? Grasping Applying pressure to an object with the fingers and palm. 80% 3 of 3 Job Title: Assistant Principal Salary Schedule: Administrator Job Code: Multiple Pay Grade: 12 JDE: A-36.01 ? Hearing Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound. 100% ? Kneeling Bending legs at knee to come to a rest on knee or knees. 10% ? Lifting Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles. 30% ? Pulling Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion. 30% ? Pushing Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward. 30% ? Reaching Extending hand(s)

Name	Position Title	Job Duties and Responsibilities
		and arm(s) in any direction. 30% ? Repetitive Motion Substantial movements (motions) of the wrists, hands, and/or fingers. 80% ? Seeing The ability to perceive the nature of objects by the eye. 100% ? Sitting Particularly for sustained periods of time. 90% ? Standing Particularly for sustained periods of time. 30% ? Stooping Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles. 30% ? Talking Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. 80% ? Walking Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. 30% TERMS OF EMPLOYMENT: Work year and salary as established by the Board. DAYS PER YEAR: 206, 216, 226, 255 FLSA STATUS: Exempt BARGAINING UNIT: Non-bargaining WORKER'S COMP. CATEGORY: 9101 – All Other
Lias, Jennifer	Instructional Technology	ESOL Contact Co-Test Coordinator ESOL Paras Imagine Learning All Technology School Messenger Twitter School Webpage Teach Small Groups Inventory Google Calendar SIOP TEACH Team Member
Gelletly, Janelle	Teacher, ESE	FUBA/BIP Coordinator (ESE) BPIE Coordinator ESE Curriculum Testing Coordinator ESE Testing Accommodations FAA Coordinator FTE Data ESE Teacher Support Staffings / Reevaluations ESE Student Placement Peer Support Sensory Support TEACH Team Leader ESE Related Services & Gifted Threat Assessment Team Hospital Homebound ESE Paras /SLP & Schedules

Name	Position Title	Job Duties and Responsibilities
		Hold Small Groups Literacy Leadership Team
Johnston, Tomothy	Math Coach	Interventions Exit Tickets Intermediate Data Sheets Coaching Lesson Planning Hold Small Groups APPLES PD Committee Member Thinking Maps Math Fluency TEACH Team Member Assistant Test Coordinator
Santillo, Claudia	Other	All MTSS FUBA/BIP Coordinator (Tier 3) Hold Small Groups New Student Placement TEACH Team Member Kagan Literacy Leadership Team
Schroeder, Zachary	Teacher, K-12	PBIS Committee Safety Supervisor Liaison between staff and leadership
Morin, Danielle	Instructional Coach	Interventions Exit Tickets Intermediate Data Sheets Coaching Lesson Planning Hold Small Groups PD Committee Member Literacy Leadership Team
McManus, Sarah	Reading Coach	Interventions Exit Tickets Intermediate Data Sheets Coaching Lesson Planning Hold Small Groups PD Committee Member Literacy Leadership Team

Name	Position Title	Job Duties and Responsibilities
Honors, Alton	School Counselor	Teach Team Member Mental Health Team Leader Contributes to school culture Implements Zones of Regulation Crisis Team Member Threat Assessment Team Member

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team and SIP support teacher collaborated on completing this plan. The plan opened on July 10 and was due August 1. This short turn around prohibited us from bringing in off contract employees and outside stakeholders.

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))

This plan will be monitored on a quarterly basis with the school's leadership team. Data will be analyzed and resources allocations will shift to meet the goals of the plan.

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	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP)

(subgroups below the federal threshold are identified with an asterisk)	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: A 2018-19: A 2017-18: A
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	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	18	13	12	16	6	13	0	0	0	78
One or more suspensions	0	4	0	0	5	3	0	0	0	12
Course failure in ELA	0	9	7	38	10	0	0	0	0	64
Course failure in Math	0	8	3	15	6	1	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	19	13	15	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	14	12	18	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	14	46	40	36	20	0	0	0	170

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	3	21	15	11	0	0	0	57

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	19	0	0	0	0	0	19
Students retained two or more times	0	1	0	0	6	0	0	0	0	7

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	18	13	12	16	6	13	0	0	0	78
One or more suspensions	0	4	0	0	5	3	0	0	0	12
Course failure in ELA	0	9	7	38	10	0	0	0	0	64
Course failure in Math	0	8	3	15	6	1	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	19	13	15	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	14	12	18	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	14	46	40	36	20	0	0	0	170

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	3	21	15	11	0	0	0	57

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	0	0	19	0	0	0	0	0	19
Students retained two or more times	0	1	0	0	6	0	0	0	0	7

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*	40	48	53	46	52	56	45		
ELA Learning Gains				56			51		
ELA Lowest 25th Percentile				47			44		
Math Achievement*	52	57	59	60	45	50	62		
Math Learning Gains				55			62		
Math Lowest 25th Percentile				41			41		
Science Achievement*	43	53	54	39	59	59	39		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	41	51	59	51			51		

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)	N/A
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	209
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	395
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	19	Yes	1	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK				
HSP	40	Yes	1	
MUL				
PAC				
WHT	67			

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%**
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	47			
ELL	48			
AMI				
ASN				
BLK				
HSP	48			
MUL				
PAC				
WHT	71			
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	40			52			43					41
SWD	12			24							4	33
ELL	22			37			33				5	41
AMI												
ASN												
BLK												
HSP	37			51			39				5	41
MUL												

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
PAC												
WHT	67			67							2	
FRL	41			53			46				5	41

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	56	47	60	55	41	39					51
SWD	20	41	40	63	68	64						33
ELL	32	55	58	50	53	50	32					51
AMI												
ASN												
BLK												
HSP	44	55	47	57	53	42	36					52
MUL												
PAC												
WHT	59			82								
FRL	45	56	48	58	52	35	38					49

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	45	51	44	62	62	41	39					51
SWD	22			30								53
ELL	32	42	30	53	58		21					51
AMI												
ASN												
BLK												
HSP	42	47	44	60	63	36	35					51
MUL												
PAC												
WHT	88			88								
FRL	43	45	45	63	62	30	35					47

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	48%	3%	54%	-3%
04	2023 - Spring	46%	56%	-10%	58%	-12%
03	2023 - Spring	29%	42%	-13%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	55%	-9%	59%	-13%
04	2023 - Spring	57%	61%	-4%	61%	-4%
05	2023 - Spring	64%	52%	12%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	50%	-7%	51%	-8%

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.

Our lowest area of performance was third grade reading at 30% proficient. Many of these students entered the year with basic phonemic awareness and lacked the skills to build words using sounds as well as lacked the ability to identify sight words. Much time was put into remediation of foundational skills. Most of these students also lost a quarter of their kindergarten year and misses much of their first grade year due to distance learning.

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

Our fourth graders had the greatest decline from their prior year in math. We saw a 6% decrease. They began the year with a second-year teacher, who went out on leave and received instruction from a substitute. In March, we hired a full-time teacher to replace the substitute. The variation of instructional personnel and depth of understanding of the benchmarks were contributors to this decline. Additionally, our intervention plan was based on reading throughout the year. Additional time for math remediation would be helpful.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third grade reading had the largest gap as compared to the state average. Our team was departmentalized this year and we experienced significant teacher absences for interventions. Departmentalization is not proving effective for our students with disabilities and for our English language learners,

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

Our third grade math scores showed the greatest increase as compared to last year. When comparing PM 1 to PM 3, our 5th grade math had the largest gains. Both areas were supported by a highly qualified math coach who provided supports in the classrooms. The teams used mirror assessments to establish an ALD base of Level 3 as a target for all students. They also spent a lot of time on the benchmark item specs as well as unpacking the language of the benchmarks. The fifth grade math teacher is one of our longest veteran teachers on our campus.

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

Student attendance with chronic absenteeism has been an area of concern.

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

1. Third Grade Reading Proficiency
2. Overall Reading Proficiency
3. Science Proficiency
4. ELA Gains
5. Math Gains

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

A positive school culture fosters teacher retention and promotes an attractive workplace for new hires.

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

Bonita Springs Elementary will retain 80 percent or more of its staff by the end of the 2023-2024 school year.

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

This will be monitored quarterly and at the end of the year.

Person responsible for monitoring outcome:

Robert Cooper (robertfco@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.)

The administration will involve the staff in the continuous improvement cycle by developing the workforce, using data to collaboratively solve problems.
The administration will analyze the surveys from our accreditation process and use this data to meets the needs of our workforce.

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

Workforce development aids the organization in building capacity and capability. These two factors are directly related to job satisfaction.

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.

Teachers need connections to remain on campus. As an organization, we need to help bridge these connections.

Our school will have monthly teacher activities that will be inclusive to all and focus on team building and connecting.

These activities will be calendared and led by our MTSS Specialist.

Person Responsible: Claudia Santillo (claudias@leeschools.net)

By When: Monthly

Supporting new professionals is critical to retaining them. Our Apples program is outlined below:
To occur on the Third Wednesday of each month during mentee's planning
If budget allows, add a Monthly PD on the Third Thursday of each month after school
First Apples meetings will focus on:
• Setting up grade books
• Academics - Back mapping, Scope and Sequence, Benchmarks, Resources
• Assessment Calendars (Quarterly)
• Read an IEP
• Graph Data
• Referrals entering and what is a referral
• Taking attendance

Person Responsible: Claudia Santillo (claudias@leeschools.net)

By When: Monthly

Promotion:
Our school needs to do a better job of telling our story. We plan to develop a video that will play at the tax collector on their screens to promote our school and enhance our website this year. We also will condense our branding to make sure we have a common symbol that is agreed upon by our staff.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Aug 1

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Students with disabilities, ELL students, and Hispanic students have fallen behind in reading and science proficiency. Teachers rely on the support of resource teachers and paraprofessionals.

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

By the end of 2023-2024, we will increase the proficiency of our students with disabilities (20% reading, 38% science), ELL students (32% reading, 32% science), and Hispanic students (36% science) to 41% or more in grades 3-5 reading and in 5th grade Science.

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

These areas will be monitored following each progress monitoring cycle.

Person responsible for monitoring outcome:

Janelle Gelletly (janelleag@leescholls.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.)

FCRR Resources -
ESSENTIALS FOR READING SUCCESS includes information about how to use data from assessments, and incorporate response to intervention, the features of effective instruction (including differentiated instruction), and evidence-based practices to teach the critical components of reading.

Tier 1 instruction includes the critical components of reading:

Oral Language
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension
Writing

Curriculum Associates Phonics Program-
Designed based on national research, PHONICS for Reading meets Every Student Succeeds Act (ESSA) Level 4 evidence standards. Supporting students in their reading proficiency and fluency, this program offers explicit instruction in phonics, phonemic awareness, and high-frequency words. PHONICS for Reading can be a helpful instructional tool for all students, including English Learners and students with dyslexia.

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

Authored by reading expert Dr. Anita Archer, PHONICS for Reading is a systematic, research-based intervention program that gives students in Grades 3–12 the confidence and decoding skills they need to become fluent and proficient readers. PHONICS for Reading also supports students with dyslexia, as well as other students who are not showing typical progress in decoding. It can also support English Learners

who enter school at different ages and with varying experiences in their primary language as well as in English. PHONICS for Reading is built on research-based best practices. The foundation of the program is based on the science of reading and includes key findings from Becoming a Nation of Readers (Anderson, Heibert, Scott, & Wilkinson, 1985), Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998), and The National Reading Panel report (2000).

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.

ESE students who are substantially below in reading use the program Mindplay 60 minutes per day.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

Grade level teams meet weekly for PLC's to discuss and analyze data as well as pinpoint individual student needs.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Weekly

Teachers attend weekly PD's to address classroom discipline, safety, testing, instructional resources and strategies with the purpose of providing training and information that can be immediately implemented in the classroom.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Weekly

Grade level teachers follow the district's 90-minute reading block plan including differentiated instruction.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

ELL students that have been in a US school less than 2 years use the reading program, Imagine Language & Literacy daily.

Person Responsible: Jennifer Lias (jenniferal@leeschools.net)

By When: Daily

Curriculum Automaticity for Teachers. Our teachers need to be fluent in their knowledge of their benchmarks and be anbe to understand what proficiency looks like.

Teachers will participate in developing mirror assessments based on an ALD of 3 to measure student proficiency. This process supports backmapping and planning as a PLC.

Teachers will create mirror assessments, backwards plan, teach, examine the data and then use the data to plan interventions for students in the comprehension and vocabulary elements of the Florida Reading Model.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Ongoing throughout the year.

Professional Development is an essential component to our action plan.

Our plan:

We have dedicated every Tuesday morning for PD (7:40-8:25)
Monthly PD for Kagan – Second week
Preservice – PIES and Elements of Kagan
August: Pre K- 5 : Non-Academic - Class Building
September: Pre k-2: Four Corners 3-5: Rally Coach
October: Pre k-2: Stand Up- Hand Up- Pair Up 3-5: Numbered Heads Together
November: Pre- k-2: Find Someone Who 3-5: All Write Round Robin
December: Pre- k-2: Quiz - Quiz -Trade 3-5: Timed Pair Share Numbered Heads Together
January: Pre- k-2: Quiz - Quiz- Trade 3-5: Numbered Heads Together
February: Pre- k-2: Sage-N- Scribe 3-5: Timed Round Robin
March: Pre- k-2: Round Robin 3-5: All Write Round Robin

First week
Highly Effective Strategies for Working with Students with Disabilities with

Third week
PD on the Art and Science of Reading with

Fourth week
Testing and Thinking Maps

Person Responsible: Jeannine Lynn (jeanninel@leeschools.net)

By When: Weekly

Classroom Walkthrough Monitoring System:
At a bare minimum, we will be in every classroom every day to inspect what we expect. On the following days, each administrator is assigned to spend at least 5 minutes in each classroom and leave a note for feedback as identified below:
Even Days:
Cooper Primary Classrooms
Lynn Intermediate Classrooms
Odd Days:
Cooper Intermediate Classrooms
Lynn Primary Classrooms

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

PLC Monitoring Process:
PLCs are to be held on Tuesdays. Our PCT will be assigned to a classroom and will continue to lead PLCs. On each Friday, Leadership meets with the administration. The PLC leaders will share the following week's agendas with the leadership team. If the team would like something discussed in PLCs, they will give it to the PLC leaders. The PCT will email a PLC agenda to teachers in grades 3, 4, and 5 and the Primary Literacy Coach will email agendas to grades K, 1, and 2. Both administrators are in attendance during each PLC.

Person Responsible: Danielle Morin (daniellecm@leeschools.net)

By When: Weekly

#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.

Grade 2 students are below level in reading proficiency. This directly impacts grades 3-5 as they do not have the basic reading foundational skills on which to build higher level literacy skills taught in the intermediate grades.

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

By the end of 2023-2024, we will increase the reading proficiency of our grade 2 students from 34% to 50% proficient or better, as measured by STAR Reading.

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

This area will be monitored following each progress monitoring cycle.

Person responsible for monitoring outcome:

Robert Cooper (robertfco@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.)

FCRR Resources -
ESSENTIALS FOR READING SUCCESS includes information about how to use data from assessments, and incorporate response to intervention, the features of effective instruction (including differentiated instruction), and evidence-based practices to teach the critical components of reading.

Tier 1 instruction includes the critical components of reading:

Oral Language
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension
Writing

Curriculum Associates Phonics Program-
Designed based on national research, PHONICS for Reading meets Every Student Succeeds Act (ESSA) Level 4 evidence standards. Supporting students in their reading proficiency and fluency, this program offers explicit instruction in phonics, phonemic awareness, and high-frequency words. PHONICS for Reading can be a helpful instructional tool for all students, including English Learners and students with dyslexia.

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

Authored by reading expert Dr. Anita Archer, PHONICS for Reading is a systematic, research-based intervention program that gives students in Grades 3–12 the confidence and decoding skills they need to become fluent and proficient readers. PHONICS for Reading also supports students with dyslexia, as well as other students who are not showing typical progress in decoding. It can also support English Learners

who enter school at different ages and with varying experiences in their primary language as well as in English. PHONICS for Reading is built on research-based best practices. The foundation of the program is based on the science of reading and includes key findings from Becoming a Nation of Readers (Anderson, Heibert, Scott, & Wilkinson, 1985), Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998), and The National Reading Panel report (2000).

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.

Grade level teams meet weekly for PLC's to discuss and analyze data as well as pinpoint individual student needs. We will document our processes and clearly communicate them to ensure that all students receive a world-class education. These discussions will occur during PLCs.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Weekly

Teachers will attend a reading PD once per month to address instructional strategies and/or specific benchmarks. This wil lbe focused around the foundational skills of reading to help strengthen their skills.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Teachers will attend an ESE PD once per month to address student needs and instructional strategies. Additionally, the ESE chair will work to develop the ESE resource team to better support small groups.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Teachers will receive support on the art and science of reading and scaffolding to support students with disabilities. Staff from the ESE Department and the ESE chair will provide the professional development and help the team develop collaborative goals.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Leadership will ensure that teachers understand and design lessons according to the benchmarks outlined in the ELA Scope & Sequence for each grade level.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

At least one administrator will do a daily walk-through to ensure lessons include active teacher and student engagement.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

Primary and intermediate literacy coaches will work in classrooms and meet with teachers frequently to support lesson planning and instruction.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily / Weekly

Teachers will receive training in Kagan structures beginning preservice week and continuing once per month. Kagan coaches will follow up throughout the year to support teachers with implementing Kagan structures in the classroom to ensure higher levels of student engagement.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Curriculum Automaticity for Teachers. Our teachers need to be fluent in their knowledge of their benchmarks and be anbe to understand what proficiency looks like.

Teachers will participate in developing mirror assessments based on an ALD of 3 to measure student proficiency. This process supports backmapping and planning as a PLC.

Teachers will create mirror assessments, backwards plan, teach, examine the data and then use the data to plan interventions for students in the comprehension and vocabulary elements of the Florida Reading Model.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Ongoing

Professional Development is an essential component to our action plan.

Our plan:

We have dedicated every Tuesday morning for PD (7:40-8:25)
Monthly PD for Kagan – Second week
Preservice – PIES and Elements of Kagan
August: Pre K- 5 : Non-Academic - Class Building
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First week
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Third week
PD on the Art and Science of Reading with

Fourth week
Testing and Thinking Maps

Person Responsible: Jeannine Lynn (jeanninel@leeschools.net)

By When: Weekly

Classroom Walkthrough Monitoring System:
At a bare minimum, we will be in every classroom every day to inspect what we expect. On the following days, each administrator is assigned to spend at least 5 minutes in each classroom and leave a note for feedback as identified below:
Even Days:
Cooper Primary Classrooms

Lynn Intermediate Classrooms
Odd Days:
Cooper Intermediate Classrooms
Lynn Primary Classrooms

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

PLC Monitoring Process:
PLCs are to be held on Tuesdays. Our PCT will be assigned to a classroom and will continue to lead PLCs. On each Friday, Leadership meets with the administration. The PLC leaders will share the following week's agendas with the leadership team. If the team would like something discussed in PLCs, they will give it to the PLC leaders. The PCT will email a PLC agenda to teachers in grades 3, 4, and 5 and the Primary Literacy Coach will email agendas to grades K, 1, and 2. Both administrators are in attendance during each PLC.

Person Responsible: Danielle Morin (daniellecm@leeschools.net)

By When: Weekly

#4. 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.

Grade 3 students are below level in reading proficiency.

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

By the end of 2023-2024, we will increase the reading proficiency of our grade 3 students from 30% to 45% or better as measured by the FAST.

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

This area will be monitored following each progress monitoring cycle.

Person responsible for monitoring outcome:

Robert Cooper (robertfco@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.)

FCRR Resources -
ESSENTIALS FOR READING SUCCESS includes information about how to use data from assessments, and incorporate response to intervention, the features of effective instruction (including differentiated instruction), and evidence-based practices to teach the critical components of reading.

Tier 1 instruction includes the critical components of reading:

Oral Language
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension
Writing

Curriculum Associates Phonics Program-
Designed based on national research, PHONICS for Reading meets Every Student Succeeds Act (ESSA) Level 4 evidence standards. Supporting students in their reading proficiency and fluency, this program offers explicit instruction in phonics, phonemic awareness, and high-frequency words. PHONICS for Reading can be a helpful instructional tool for all students, including English Learners and students with dyslexia.

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

Authored by reading expert Dr. Anita Archer, PHONICS for Reading is a systematic, research-based intervention program that gives students in Grades 3–12 the confidence and decoding skills they need to become fluent and proficient readers. PHONICS for Reading also supports students with dyslexia, as well as other students who are not showing typical progress in decoding. It can also support English Learners who enter school at different ages and with varying experiences in their primary language as well as in English. PHONICS for Reading is built on research-based best practices. The foundation of the program is

based on the science of reading and includes key findings from Becoming a Nation of Readers (Anderson, Heibert, Scott, & Wilkinson, 1985), Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998), and The National Reading Panel report (2000).

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.

Grade level teams meet weekly for PLC's to discuss and analyze data as well as pinpoint individual student needs. They will celebrate successes and plan for growth using assessment data, academic scope and sequence documents, and the Florida Benchmarks.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Weekly

Teachers will attend a reading PD once per month to address instructional strategies and/or specific benchmarks.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Teachers will attend an ESE PD once per month to address student needs and instructional strategies.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Teachers will receive support in creating mirror assessments and using the results to guide instruction. Special attention will be given to the language and item specs of the Florida Benchmarks.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Leadership will ensure that teachers understand and design lessons according to the benchmarks outlined in the ELA Scope & Sequence for each grade level.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

At least one administrator will do a daily walk-through to ensure lessons include active teacher and student engagement.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

Primary and intermediate literacy coaches will work in classrooms and meet with teachers frequently to support lesson planning and instruction.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily / Weekly

Teachers will receive training in Kaga structures beginning preservice week and continuing once per month. Kagan coaches will follow up throughout the year to support teachers with implementing Kagan structures in the classroom to ensure higher levels of student engagement.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Curriculum Automaticity for Teachers. Our teachers need to be fluent in their knowledge of their benchmarks and be anbe to understand what proficiency looks like.

Teachers will participate in developing mirror assessments based on an ALD of 3 to measure student proficiency. This process supports backmapping and planning as a PLC.

Teachers will create mirror assessments, backwards plan, teach, examine the data and then use the data to plan interventions for students in the comprehension and vocabulary elements of the Florida Reading Model.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Ongoing

Professional Development is an essential component to our action plan.

Our plan:

We have dedicated every Tuesday morning for PD (7:40-8:25)
Monthly PD for Kagan – Second week
Preservice – PIES and Elements of Kagan
August: Pre K- 5 : Non-Academic - Class Building
September: Pre k-2: Four Corners 3-5: Rally Coach
October: Pre k-2: Stand Up- Hand Up- Pair Up 3-5: Numbered Heads Together
November: Pre- k-2: Find Someone Who 3-5: All Write Round Robin
December: Pre- k-2: Quiz - Quiz -Trade 3-5: Timed Pair Share Numbered Heads Together
January: Pre- k-2: Quiz - Quiz- Trade 3-5: Numbered Heads Together
February: Pre- k-2: Sage-N- Scribe 3-5: Timed Round Robin
March: Pre- k-2: Round Robin 3-5: All Write Round Robin

First week
Highly Effective Strategies for Working with Students with Disabilities with

Third week
PD on the Art and Science of Reading with

Fourth week
Testing and Thinking Maps

Person Responsible: Jeannine Lynn (jeanninel@leeschools.net)

By When: Weekly

Classroom Walkthrough Monitoring System:
At a bare minimum, we will be in every classroom every day to inspect what we expect. On the following days, each administrator is assigned to spend at least 5 minutes in each classroom and leave a note for feedback as identified below:
Even Days:
Cooper Primary Classrooms
Lynn Intermediate Classrooms
Odd Days:
Cooper Intermediate Classrooms
Lynn Primary Classrooms

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

PLC Monitoring Process:
PLCs are to be held on Tuesdays. Our PCT will be assigned to a classroom and will continue to lead PLCs. On each Friday, Leadership meets with the administration. The PLC leaders will share the following week's agendas with the leadership team. If the team would like something discussed in PLCs, they will give it to the PLC leaders. The PCT will email a PLC agenda to teachers in grades 3, 4, and 5 and the Primary Literacy Coach will email agendas to grades K, 1, and 2. Both administrators are in attendance during each PLC.

Person Responsible: Danielle Morin (daniellecm@leeschools.net)

By When: Weekly

#5. 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.

Grades 3-5 are below level in reading proficiency. Reading competency is critical as a life-long skill and sets students up for success in later academic settings.

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

By the end of 2023-2024, we will increase the reading proficiency of our grades 3-5 students from 42% to 47% or better as measured by the FAST.

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

This area will be monitored following each progress monitoring cycle.

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.)

FCRR Resources -
ESSENTIALS FOR READING SUCCESS includes information about how to use data from assessments, and incorporate response to intervention, the features of effective instruction (including differentiated instruction), and evidence-based practices to teach the critical components of reading.

Tier 1 instruction includes the critical components of reading:

Oral Language
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension
Writing

Curriculum Associates Phonics Program-
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English. PHONICS for Reading is built on research-based best practices. The foundation of the program is based on the science of reading and includes key findings from Becoming a Nation of Readers (Anderson, Heibert, Scott, & Wilkinson, 1985), Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998), and The National Reading Panel report (2000).

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.

Grade level teams meet weekly for PLC's to discuss and analyze data as well as pinpoint individual student needs.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Weekly

Teachers will attend a reading PD once per month to address instructional strategies and/or specific benchmarks.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Teachers will attend an ESE PD once per month to address student needs and instructional strategies.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

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Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

Leadership will ensure that teachers understand and design lessons according to the benchmarks outlined in the ELA Scope & Sequence for each grade level.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

At least one administrator will do a daily walk-through to ensure lessons include active teacher and student engagement.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

Primary and intermediate literacy coaches will work in classrooms and meet with teachers frequently to support lesson planning and instruction.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily / Weekly

Teachers will receive training in Kaga structures beginning preservice week and continuing once per month. Kagan coaches will follow up throughout the year to support teachers with implementing Kagan structures in the classroom to ensure higher levels of student engagement.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Monthly

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Teachers will create mirror assessments, backwards plan, teach, examine the data and then use the data to plan interventions for students in the comprehension and vocabulary elements of the Florida Reading Model.

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Ongoing

Professional Development is an essential component to our action plan.

Our plan:

We have dedicated every Tuesday morning for PD (7:40-8:25)
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By When: Weekly

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At a bare minimum, we will be in every classroom every day to inspect what we expect. On the following days, each administrator is assigned to spend at least 5 minutes in each classroom and leave a note for feedback as identified below:
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Cooper Primary Classrooms
Lynn Intermediate Classrooms
Odd Days:
Cooper Intermediate Classrooms
Lynn Primary Classrooms

Person Responsible: Robert Cooper (robertfco@leeschools.net)

By When: Daily

PLC Monitoring Process:
PLCs are to be held on Tuesdays. Our PCT will be assigned to a classroom and will continue to lead PLCs. On each Friday, Leadership meets with the administration. The PLC leaders will share the following week's agendas with the leadership team. If the team would like something discussed in PLCs, they will give it to the PLC leaders. The PCT will email a PLC agenda to teachers in grades 3, 4, and 5 and the Primary Literacy Coach will email agendas to grades K, 1, and 2. Both administrators are in attendance during each PLC.

Person Responsible: Danielle Morin (daniellecm@leeschools.net)

By When: Weekly

#6. -- Select below -- specifically relating to

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.

Curriculum Automaticity for Teachers. Our teachers need to be fluent in their knowledge of their benchmarks and be anbe to understand what proficiency looks like.

Teachers will participate in developing mirror assessments based on an ALD of 3 to measure student proficiency. This process supports backmapping and planning as a PLC.

Teachers will create mirror assessments, backwards plan, teach, examine the data and then use the data to plan interventions for students in the comprehension and vocabulary elements of the Florida Reading Model.

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

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

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.)

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

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.

No action steps were entered for this area of focus

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

K-2 will focus on the five elements of reading plus oral language with a SIOP focus. We have worked with our RAISE district liaison to develop a comprehensive professional development plan to deliver PD to our entire staff on Tuesday mornings with a PLC work session to follow.

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

K-2 will focus on the five elements of reading plus oral language with a SIOP focus. We have worked with our RAISE district liaison to develop a comprehensive professional development plan to deliver PD to our entire staff on Tuesday mornings with a PLC work session to follow.

Additionally, we will continue to focus on developing mirror assessments and backmapping our instruction from the assessment items that will be developed from the benchmarks.

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

By the end of the 2023-2024 school year, we will increase Reading proficiency in our ELA scores in Kindergarten, First Grade, and Second Grade to 50% or better as measured by STAR.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, we will increase our proficiency in ELA in Third Grade, Fourth Grade, and Fifth Grade to 50 percent or better.

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 develop a PDSA and have data chats with admin on a quarterly basis.

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

Cooper, Robert, robertfco@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 was vetted by our District and 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 program was vetted by our district. We also teach benchmarks as identified by the state.

Second Grade will utilize Flyleaf, which was vetted by our district. Additionally, we will teach benchmarks as 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?

All programs have been selected for us by the School District of Lee County's Academic Services Team and they have vetted them through research.

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
1. Identify and develop a professional development plan to improve reading proficiency. 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 placement testing. Professional Learning - Tuesday mornings from September 12 through October 31st for PD from 7:40 AM - 8:25 AM.	Cooper, Robert, robertfco@leeschools.net
2. Utilize the PLC process to drive student proficiency. Literacy Leadership - Compile, analyze, and present data for the PLC work session. Literacy Coaching - Lead the PLC work session. Assessment - Develop mirror assessments and focus on ALD 3 or above. Professional Learning - As requested by each PLC team.	Cooper, Robert, robertfco@leeschools.net
3. Benchmark Alignment Walks Literacy Leadership - Walk classrooms looking to identify teachers in need of 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 capability of utilizing the benchmarks.	

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 Webpage: https://bne.leeschools.net/our_school/school_improvement_plan
District protocol is for each school to do the following:
○ 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.
○ Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

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))

School Webpage: https://bne.leeschools.net/our_families/parent_involvement
Bonita Springs Elementary 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 lack of transportation to meetings, language barriers, childcare, and in general, the difficulties with the current economic conditions. 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. Other sources of data may include but are not limited to parent workshop and training evaluations, sign in sheets, attendance and volunteer logs, parent surveys, the Title I Crate, and test results. The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

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

Our Title 1 program is critical to our students' successes. We utilize the majority of our funds for staffing three positions.

Our Parent Involvement Specialist is critical for engaging families and the community with the school. She regularly communicates academic and attendance expectations with families, translates at IEP and MTSS meetings, coordinates our adult ESOL program so that parents can better support their children academically at home, and maintains all of our Title 1 documentation.

Our Math Coach supports both our staff with planning and implementing high quality lessons as well as teachers small groups of students. This is scaffolded instruction of Math benchmarks.

Our Peer Collaborative Teacher supports literacy in grades K-5 by mentoring and coaching teachers and providing scaffolded instruction in small groups to support the literacy benchmarks.

Other funds are mostly used to provide supplemental instructional materials. The materials enhance the quality of our program to provide individualized instruction at students; levels.

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))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.
Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

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))

NA

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). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring,

technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools 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. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has 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.

Each school has 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.

In the School District of Lee County, the Multi-tiered System of Supports school-based teams 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 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))

The district has Early 5, Pre-K and Special Education programs in place to prepare students socially, emotionally and academically for Kindergarten. Many of our schools have their upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.