

The School District of Lee County

Edison Park Creative And Expressive Arts School



2023-24

Schoolwide Improvement Plan (SIP)

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Edison Park Creative And Expressive Arts School

2401 EUCLID AVE, Fort Myers, FL 33901

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

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To prepare every student for success.

Provide the school's vision statement.

The mission of Edison Park Creative & Expressive Arts School is to celebrate diversity, encourage creativity, and nurture a love of learning in pursuit of excellence.

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
Wipf, Sherri	Principal	<p>Oversees school budget, hiring, evaluations, planning, student growth, curriculum input and community outreach to enhance</p> <p>ESSENTIAL JOB FUNCTIONS:</p> <ul style="list-style-type: none"> ▪ 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 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. 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

Name	Position Title	Job Duties and Responsibilities
		<p>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 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.</p>

Name	Position Title	Job Duties and Responsibilities
Cedeno, Maryellen	Dean	<p>Assist with protecting the health and welfare of students. ▪ Maintain a healthy and safe environment for students and staff. ▪ Maintain fair, reasonable, and consistent student discipline within the school. ▪ Assist students in establishing high standards of conduct and provide recommendations for conflict resolution. ▪ Assist with the implementation of programs related to the Student Code of Conduct consistent with Florida Statutes, School Board Policy, and established procedures. ▪ Assist with the implementation of programs related to attendance consistent with Florida Statutes, School Board Policy, and established procedures. ▪ Investigate, adjudicate, and monitor infractions of the Student Code of Conduct in a fair and just manner in accordance with School Board Policy and due process, including student complaints. ▪ Interview students, witnesses, parents/guardians, and staff as part of attendance and disciplinary investigations ▪ Schedule and conduct conferences with parents/guardians and teachers related to attendance and discipline issues. ▪ Report illegal acts to the appropriate administrators or outside authorities. ▪ Present the school’s case in due process proceedings for suspensions and expulsions. ▪ Suspend students from school in accordance with Board policy and state law. ▪ Readmit students upon completion of out-of-school suspensions and facilitate re-entry meetings between students and teachers. ▪ Monitor progressive discipline data involving detentions, classroom referrals, Saturday detentions, and in-school suspensions. ▪ Assist in the development of alternative interventions for chronic attendance and discipline issues. Assist in the revision of policy for students to address chronic attendance and discipline issues and other identified at-risk factors. ▪ Monitor eligibility status of student participation in school-sponsored activities and athletics relative to discipline and attendance. ▪ Maintain disciplinary records in a manner consistent with Board policy, state law, or other best practices, including the use of the Florida Department of Education’s School Environmental Safety Incident Reporting System (SESIR). ▪ Serve as a liaison and confer with parents/guardians, teachers, counselors, student services staff, students, child welfare agencies, law enforcement agencies, and the judicial system on matters of student discipline, welfare, and Behavior Intervention Plans (BIPs). ▪ Make referrals for student evaluation with other professional staff in the District, as needed. ▪ Work collaboratively with Academic Services, Student Services, and School Resource Officers to make recommendations for appropriate revisions of programs, policies, and procedures affecting students’ lives in school. ▪ Assist in the implementation and interpretation of program requirements, policies, and procedures affecting students’ lives in school. ▪ Remain current on the latest pedagogical studies relating to discipline, restorative justice, and programming for alternative education. ▪ Assist with professional development relative to the Student Code of Conduct and discipline or attendance related issues. ▪ Serve on the Multi-Tier System of Supports (MTSS) Committee. ▪ Make periodic tours of the campus to ensure that school and District policies are being enforced. ▪ Assist District leadership in developing programs to support compliance with Board polices relative to school-related crimes, threats of violence, teen dating violence or abuse, harassment, discrimination, bullying, hazing, and inclusion. ▪ Adhere to the Principles of Professional Conduct for the Education Profession in Florida. ▪</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school.</p>
Sell, Deanna	Other	<p>Coordinate processes between the schools and the District with regard to the specified District initiative assigned. ▪ Plan portions of programs, implement procedures, and coordinate operations as directed. ▪ Serve as a primary reference source for the initiative work being performed. ▪ Act as a liaison between parents/District and/or schools/District on concerns related to the assignment. ▪ Assist schools in conducting various assessments related to the initiative. ▪ Update associated policies, procedures, handbooks, and webpages. ▪ Communicate changes in policies and procedures to affected groups or individuals. ▪ Plan and facilitate meetings as required or needed. ▪ Make presentations regarding program activities. ▪ Coordinate and present staff training as needed. ▪ Promote and coordinate involvement of school- and community-based resources in support of the initiative. ▪ Attend program-related meetings, conferences, and workshops. ▪ Develop and maintain a variety of specialized files and collect statistics, program feedback, and related data for project evaluation. ▪ Collaborate with other District personnel as needed in support of the overall success of the initiative. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ 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.</p>
Jones, Gina	School Counselor	<p>▪ Design and implement a data-driven, comprehensive school counseling program for all students to address barriers to student learning and to close achievement/opportunity gaps. Comprehensive school counseling programs define program goals that focus on three areas of student development: academic, college/career, and social-emotional. ▪ Provide direct services for students including, but not limited to, school counseling core curriculum, individual counseling and student planning, large and small group counseling, and preventative and responsive services. ▪ Provide indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access, and success for every student. ▪ Deliver programs that promote students’ development of the American School Counselor Association’s essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-management skills, and college/career readiness skills. ▪ Increase understanding of school counseling student standards and engage faculty, students, parents, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>community members in comprehending the connection between these standards and the vision of academic success and social-emotional development aligned to college/career readiness. ▪ Use the skills of leadership, advocacy, and collaboration to create systemic change to improve the academic, social-emotional, and post-graduate success for all students. ▪ Act as a systems change agent to ensure a safe and supportive school climate that promotes the success of all students through opportunities for academic development, social-emotional learning, and college/career readiness. ▪ Foster parent and community partnerships to support the academic, social-emotional, and career development of all students. ▪ Infuse cultural competence along with ethical and professional competencies in planning, organizing, implementing, and evaluating the comprehensive school counseling program. ▪ Provide counseling for students during times of transition, separation, heightened stress, and critical change. Support the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with community mental health providers to enhance student success. ▪ Develop and communicates a school counseling vision and mission statement that is concise, clear, and comprehensive, describing a school counseling program’s purpose for every student in alignment with the school, district, and state visions/missions. ▪ Use school data to identify and assist individual students who are performing below grade level and provide opportunities and resources to be successful in school. ▪ Utilize technology effectively and efficiently to plan, organize, implement, and evaluate the comprehensive school counseling program. ▪ Use legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.</p>

Kozlowski, Ana	Instructional Coach	<p>Work with teachers to ensure that scientifically-based literacy-researched programs are implemented with fidelity. ▪ Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. ▪ Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. ▪ Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient. ▪ Model lessons in effective reading instruction, including lessons that provide differentiated instruction. ▪ Facilitate teacher study groups regarding current reading research and effective reading instruction. ▪ Organize and lead professional development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. ▪ Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership. ▪ Coach teachers in effective literacy instructional strategies through</p>
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Name	Position Title	Job Duties and Responsibilities
		interrelated content. ▪ Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups. ▪ Model enthusiasm, commitment, and intensity for focused reading instruction. ▪ Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County. Assist content area teachers by providing and demonstrating effective strategies for content instruction to students. ▪ Coach teachers in the latest
Short, Tracey	Dropout Prevention Coordinator	Collect and analyze multiple sources types of data to improve student learning. ▪ Facilitate effective team-based collaborative action planning and problem-solving processes inclusive of family, student, school, and community stakeholders. ▪ Disseminate evidence-based content knowledge including, but not limited to, organizational change/implementation processes, MTSS/EWS and PBS knowledge and expertise, and best practices in reading, math, science, and behavior instruction. ▪ Facilitate and support targeted student interventions to implement and sustain MTSS/EWS and PBS processes at the individual student, classroom, and school-based levels. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Provide evidence-based professional development training, instructional coaching, and technical assistance to support data-based problem solving. ▪ Utilize data to inform ongoing school-based professional development, technical assistance, and coaching so as to improve the fidelity of MTSS/EWS and PBS implementation processes and overall student and staff outcomes. ▪ Build the capacity of MTSS/EWS and PBS processes at the school level.

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.

Edison Park CEA Leadership Team, Grade level chairs and Support Staff will review schools goals for the 2023-2024 school year during pre-school week. Once the SIP is completed, the Dean of Discipline will present the plan to our SAC Committee. The Committee will have time to review and discuss goals. Once approved information on our goals will be shared during SAC meetings throughout the school year.

SIP Monitoring

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

The SIP goals will be reviewed once a month during Administration and Grade levels PLC meetings to discuss the ABC's at the school. Specific data will be reviewed weekly, bi-weekly, monthly and quarterly by the teams. Three times during the year, the Dean of Discipline will share the on-going growth and data from our state progress monitoring with all of our shareholders (staff, students, parents and community members). We will post the data in our monthly newsletter, present to staff at faculty meetings and share with SAC members during each meeting held throughout the school year.

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	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 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	0
One or more suspensions	1	3	2	3	2	2	0	0	0	13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	17	12	14	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	17	11	18	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	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	0
Students retained two or more times	0	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	0	9	10	15	6	21	0	0	0	61
One or more suspensions	0	1	3	1	4	6	0	0	0	15
Course failure in ELA	2	4	3	3	1	11	0	0	0	24
Course failure in Math	0	0	1	3	1	5	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	5	8	16	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	3	5	16	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	2	2	5	5	13	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	0	5	0	0	0	0	0	9
Students retained two or more times	0	3	2	2	2	1	0	0	0	10

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	10	15	6	21	0	0	0	61
One or more suspensions	0	1	3	1	4	6	0	0	0	15
Course failure in ELA	2	4	3	3	1	11	0	0	0	24
Course failure in Math	0	0	1	3	1	5	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	5	8	16	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	3	5	16	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	2	2	5	5	13	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	0	5	0	0	0	0	0	9
Students retained two or more times	0	3	2	2	2	1	0	0	0	10

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*	61	48	53	58	52	56	61		
ELA Learning Gains				58			59		
ELA Lowest 25th Percentile				41			31		
Math Achievement*	65	57	59	64	45	50	58		
Math Learning Gains				64			61		
Math Lowest 25th Percentile				50			44		
Science Achievement*	65	53	54	51	59	59	66		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	74	51	59	50					

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	436
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	24	Yes	4	1
ELL	53			
AMI				
ASN				
BLK	42			
HSP	59			
MUL	50			
PAC				
WHT	81			
FRL	53			

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	32	Yes	3	
ELL	45			
AMI				
ASN				
BLK	38	Yes	1	
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	55			
PAC				
WHT	80			
FRL	41			

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	61			65			65					74
SWD	24			24							2	
ELL	31			54							3	74
AMI												
ASN												
BLK	41			42			33				4	
HSP	53			53			58				5	80
MUL	43			57							2	
PAC												
WHT	81			86			84				4	
FRL	47			48			51				5	77

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	58	58	41	64	64	50	51					50
SWD	7	50		21	50							
ELL	36			50								50
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	28	44	28	36	49	58	23					
HSP	44	61	50	56	58		31					
MUL	60			50								
PAC												
WHT	81	72		85	79		85					
FRL	33	46	38	42	49	48	30					

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	61	59	31	58	61	44	66					
SWD	13	30		20	20							
ELL												
AMI												
ASN												
BLK	39	52		38	48	40	38					
HSP	44	18		44	55		40					
MUL	64			50								
PAC												
WHT	85	86		81	73		93					
FRL	41	46	33	38	49	40	49					

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	65%	48%	17%	54%	11%
04	2023 - Spring	68%	56%	12%	58%	10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	42%	13%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	55%	3%	59%	-1%
04	2023 - Spring	72%	61%	11%	61%	11%
05	2023 - Spring	64%	52%	12%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	50%	12%	51%	11%

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 SWD showed the lowest performance. Our SWD has been our lowest performing subgroup for three years. Contributing factors included loss of instructional time due to Hurricane Ian, change of paper-based testing to online based assessment, and personal truancy issues of individual SWD students. Limited instructional resource teachers that can be utilized for interventions.

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

Our ELL subgroup showed the greatest decline. The factor that contributed to the decline from the previous year was instructional time lost from Hurricane Ian, the transition from paper based assessment to on-line based assessment, extreme limitations on bilingual staff members that can assist by strategically targeting individual instructional needs. Many ELL students were also below proficiency in their native language lacking basic number sense and oral language acquisition.

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.

Our current data is above the state in all areas including 3rd-5th ELA and math. We experienced positive trends in all areas as a direct result of interventions with fidelity, extended day, and research based rigorous curriculum.

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

The data component that showed the most improvement was our African American population. Our current percentage showed that we were over the 41% criteria. This showed a gain from 38% to 41%. We utilized strategically targeted interventions, differentiated instruction, and extended day program to provide increased small group instruction.

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

Potential areas of concerns are our ELL population and our SWD.

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

1. Growth for all subgroups in ELA
2. Growth for all subgroups in math
3. Growth and proficiency increase for SWD subgroup
4. Growth and proficiency increase for ELL population
5. Growth and proficiency increase for African American population

Area of Focus

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

#1. -- 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.

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

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

Area of Focus Description and Rationale:

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

In our Early Warning System student data will be monitored on a consistent basis with a focus on attendance, behavioral infractions, and academic success. Our PBIS system will promote and motivate growth and positive improvements. Our African American and ELL subgroup will have daily support and closely monitored for achievement toward personal goals. Our Dean of Students will daily monitor attendance and behavioral infractions with the goal of intervention and support.

Measurable Outcome:

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

The specific measurable outcome the school plans to achieve is to have our ELL subgroup proficiency to increase from % to % as measured by the PM3 F.A.S.T assessment.

Monitoring:

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

During weekly PLCs, teachers and administration will monitor attendance, behavior, exemplar, FAST progress monitoring, iReady, and STAR data. This data will be used to determine improvement and plan targeted interventions.

Person responsible for monitoring outcome:

Deanna Sell (deannams@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.)

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

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Our SWD subgroup has scored under 41% for the last three years. Our current data shows that only 32% of our SWD subgroup showed proficiency in ELA.

Measurable Outcome:

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

Our SWD subgroup proficiency will increase from 32% to 42% as measured by the FAST PM 3 ELA assessment.

Monitoring:

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

During weekly PLCs, teachers and administration will monitor attendance, behavior, exemplar, FAST progress monitoring, iReady, and STAR data. This data will be used to determine improvement and plan targeted interventions.

Person responsible for monitoring outcome:

Deanna Sell (deannams@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.)

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

na

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

na

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

na

Grades 3-5 Measurable Outcomes

na

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.

na

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Wipf, Sherri, sherrimw@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?

na

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?

na

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

na