

The School District of Lee County

Franklin Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	0

Franklin Park Elementary School

2323 FORD ST, Fort Myers, FL 33916

<http://frk.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.

As a community partnership school, we will foster positive relationships and ensure that all students achieve their highest potential in a safe and nurturing learning environment.

Provide the school's vision statement.

To cultivate high-achieving leaders who will be lifelong learners and impact their community.

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
German, Mia	Principal	Each leadership team member attends designated grade level PLC each week. During PLCs, the leadership team collaborates with team members to use the backwards design model to plan and improve student achievement, to plan intervention/enrichment. The team will monitor exemplar and progress monitoring data. Data chats are hosted 1x a month to review data from assessments. Any questions, concerns or other information are shared in the weekly administrative meeting. The admin team is responsible for attending PLCs, reviewing the data, monitoring systems, providing staff with appropriate PD, and focusing on continuous improvement for school wide teaching and learning.
Lewis, Abby	Assistant Principal	Each leadership team member attends designated grade level PLC each week. During PLCs, the leadership team collaborates with team members to use the backwards design model to plan and improve student achievement, to plan intervention/enrichment. The team will monitor exemplar and progress monitoring data. Data chats are hosted 1x a month to review data from assessments. Any questions, concerns or other information are shared in the weekly administrative meeting. The admin team is responsible for attending PLCs, reviewing the data, monitoring systems, providing staff with appropriate PD, and focusing on continuous improvement for school wide teaching and learning.

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.

During our Annual Title 1 Meeting, quarterly parent nights, & SAC meetings student data is shared with all stakeholders. The process is shared on how goals are developed and how the plan to address each goal. In addition each ways that each stakeholder can work towards achieving our goals is shared. As progress monitoring assessments are given all stakeholders are updated on how our students are progressing.

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))

All SIP goals will be made into posters to post throughout the campus. Teams will create SMART goals that are aligned to the SIP goals. During our weekly PLCs exemplar and progress monitoring data will be shared and analyzed to determine reteaching, intervention, enrichment, & mastery of the benchmarks. As the needs of our students change we will adjust our intervention and enrichment plans. We may also need to make personnel adjustments to ensure our students with the greatest needs are getting additional small group instruction.

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	18	18	22	8	19	0	0	0	89	
One or more suspensions	0	4	1	3	16	6	0	0	0	30	
Course failure in English Language Arts (ELA)	0	10	1	15	11	8	0	0	0	45	
Course failure in Math	0	0	10	6	11	4	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	2	46	22	0	0	0	70	
Level 1 on statewide Math assessment	0	0	0	2	42	22	0	0	0	66	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	14	21	45	21	30	0	0	0	145	

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	1	8	42	21	0	0	0	72

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	4	3	7	0	0	0	14

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	11	17	18	30	17	17	0	0	0	110	
One or more suspensions	0	5	4	12	6	8	0	0	0	35	
Course failure in ELA	0	0	2	10	6	1	0	0	0	19	
Course failure in Math	0	0	2	13	3	2	0	0	0	20	
Level 1 on statewide ELA assessment	0	0	0	54	30	24	0	0	0	108	
Level 1 on statewide Math assessment	0	0	0	51	29	17	0	0	0	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	44	45	51	29	17	0	0	0	205	

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	0	0	20	22	28	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	16	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	11	17	18	30	17	17	0	0	0	110	
One or more suspensions	0	5	4	12	6	8	0	0	0	35	
Course failure in ELA	0	0	2	10	6	1	0	0	0	19	
Course failure in Math	0	0	2	13	3	2	0	0	0	20	
Level 1 on statewide ELA assessment	0	0	0	54	30	24	0	0	0	108	
Level 1 on statewide Math assessment	0	0	0	51	29	17	0	0	0	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	44	45	51	29	17	0	0	0	205	

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	0	0	20	22	28	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	16	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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*	27	48	53	24	52	56	27		
ELA Learning Gains				48			43		
ELA Lowest 25th Percentile				40			50		
Math Achievement*	35	57	59	35	45	50	22		
Math Learning Gains				66			14		
Math Lowest 25th Percentile				63			14		
Science Achievement*	21	53	54	25	59	59	23		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	67	51	59	47			62		

** 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	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	173
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	348
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	4	Yes	2	2
ELL	49			
AMI				
ASN				
BLK	24	Yes	1	1
HSP	45			
MUL				
PAC				
WHT				
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	1	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	41			
HSP	48			
MUL				
PAC				
WHT				
FRL	45			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			35			21					67
SWD	0			8							2	
ELL	31			50							3	67
AMI												
ASN												
BLK	25			29			22				4	
HSP	29			55							4	57
MUL												
PAC												
WHT												
FRL	29			34			23				5	81

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	24	48	40	35	66	63	25					47
SWD	0			17								
ELL	12	33		27	55							47
AMI												
ASN												
BLK	22	47	35	33	66	58	26					
HSP	34	50		42	67							46
MUL												
PAC												
WHT												
FRL	25	52	50	35	67	59	27					

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	27	43	50	22	14	14	23					62
SWD	8			0								
ELL	13			19								62
AMI												
ASN												
BLK	23	36	54	18	15	15	17					
HSP	38			32								52
MUL												
PAC												
WHT												
FRL	28	43	54	21	15	14	23					71

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	33%	48%	-15%	54%	-21%
04	2023 - Spring	30%	56%	-26%	58%	-28%
03	2023 - Spring	20%	42%	-22%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	55%	-31%	59%	-35%
04	2023 - Spring	40%	61%	-21%	61%	-21%
05	2023 - Spring	44%	52%	-8%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	20%	50%	-30%	51%	-31%

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.

Franklin Park's lowest performance area was 5th grade Science at 21.7%. Master schedule was not always followed to fidelity in order to fulfill the required science minutes. In addition, investigations were not consistently utilized with students.

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

Franklin Park's greatest decline from the prior year was in 5th grade Science. Our Science proficiency declined from 25.5% to 21.7%. Master schedule was not always followed to fidelity in order to fulfill the required science minutes. In addition, investigations were not consistently utilized with students.

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.

Franklin Park's greatest gap when compared to the state average was 3rd grade Math proficiency. The state's proficiency average was 59% and FPE's 3rd grade Math proficiency was 26%. The math proficiency of the 2nd grade students coming into 3rd grade was extremely low. New benchmarks and new curriculum also contributed.

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

Franklin Park's most improved component was ELA proficiency. Our ELA proficiency increased from 23.8% to 29.4%. New actions taken in ELA included a focus on small group instruction during Tier 1 instruction and an emphasis on differentiation during both in Tier 1 instruction and intervention time. We focused on effective phonics instruction to help close learning gaps for our lower performing students.

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

1. Reducing the number of students in grades K-5 who are absent 10% or more during the school year.
2. Reducing the number of students in grades K-5 who are performing substantially below in reading.

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

1. Increasing 3-5 ELA proficiency%
2. Maintaining 2nd grade proficiency %
3. Teacher Retention
4. Increasing 5th grade Science proficiency %
5. Increasing Subgroup 3-5 ELA proficiency %

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

As the district is focusing on ELA proficiency, we must also monitor students in 2nd grade. This will ensure intervention and enrichment plans are in place to ensure students are ready for 3rd grade.

Measurable Outcome:

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

FPE will increase the percentage of 2nd grade students proficient in ELA from 40% to 44% as measured by the FY24 Spring FAST assessment.

Monitoring:

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

Proficiency progress will be monitored by using our school-based ELA standards assessments, F.A.S.T. progress monitoring assessment, and DIBELS. An Academic Focus Team meets monthly to discuss progress, determine coaching needs for teachers, and discuss intervention/enrichment practices. This team includes administrators and content coaches.

Person responsible for monitoring outcome:

Mia German (miagg@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.)

A grade-level BEST Benchmark walk to intervention/enrichment plan will be implemented based on our data to meet the needs of our students. Formative and Summative assessments will be used to analyze data & help identify grade-levels and/or FPE Scholars who are not meeting standards, meeting standards, or exceeding standards. Students who are Below or Developing grade level will receive support using FlyLeaf. Students who are Developing or Proficient will receive support/enrichment using I-Ready Toolbox, Wonders resources, leveled readers, and RGR.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These researched based programs are proven to increase student achievement when used to fidelity.

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.

Using our FY23 EOY FAST ELA data, students were assigned to 2nd grade classes grouped by the high, mid, and lowest of each achievement level, creating classes that are not ability grouped but have less of an achievement gap between the students.

Teachers will meet with the literacy coach and administrators during preschool to review their incoming class data to begin to know their students. Teams will participate in weekly collaborative planning with

instructional coaches using the Backwards Planning Design. The principal will implement a new PLC process and schedule where teams will meet weekly to work collaboratively to improve teaching and learning and the academic performance of students.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Leadership Crew will meet bi-weekly to discuss & evaluate the components of all planning systems for teaching & learning monitored through lesson plans, walkthroughs, and ongoing collaborative team conversations.

The New Art & Science of Teaching Instructional strategies (elements) will be embedded into lessons. All instructional staff will design lessons using IG's (scope/sequence/pacing guide) & other curriculum resources aligned to the FL's B.E.S.T. standards. All classrooms will have visible common boards that will include EQ, standards, learning benchmarks, and classroom agendas/schedule posted. Effective small group instruction and differentiated benchmark focused centers will be a part of the daily ELA/Math blocks. All teachers will develop data goals for their individual students, subgroup performance, & whole group. All classrooms will have a data wall & the school will display data in common areas. Standards trackers will be used to monitor benchmark mastery. All staff will communicate with parents in a timely manner about students' progress, growth, and achievement.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Core/Tier 1 system will be monitored by administrators and instructional coaches through lesson plans, walkthroughs, exemplar data, and weekly PLCs.

A grade-level BEST Benchmark walk to intervention/enrichment plan will be implemented based on our data to meet the needs of our students.

Formative and Summative assessments will be used to analyze data & help identify grade-levels and/or FPE Scholars who are not meeting standards, meeting standards, or exceeding standards. Students who are Below or Developing grade level will receive support using FlyLeaf. Students who are Developing or Proficient will receive support/enrichment using I-Ready Toolbox, Wonders resources, leveled readers, and RGR.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Intervention/Extension Systems will be monitored by teachers, administrators, and instructional coaches. Student proficiency will be reflected in the standards mastery trackers, student performance on exemplars, and on FAST progress monitoring.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

As we move to proficiency only 28% are proficient in ELA & our goal is 41%.

Measurable Outcome:

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

FPE will increase the percentage of 3rd grade students proficient in ELA from 23% to 41% as measured by the FY24 Spring FAST assessment.

Monitoring:

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

Proficiency progress will be monitored by using our school-based ELA standards assessments, F.A.S.T. progress monitoring assessment, and DIBELS. An Academic Focus Team meets monthly to discuss progress, determine coaching needs for teachers, and discuss intervention/enrichment practices. This team includes administrators and content coaches.

Person responsible for monitoring outcome:

Abby Lewis (abbyll@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.)

A school-wide BEST Benchmark walk to intervention/enrichment plan will be implemented based on our data to meet the needs of our students. Formative and Summative assessments will be used to analyze data & help identify grade-levels and/or FPE Scholars who are not meeting standards, meeting standards, or exceeding standards. Reteaching and adjusting instruction will occur based on assessment results. Students who are Below grade level in phonics will receive support using Phonics for Reading. All students will receive support/enrichment using I-Ready Toolbox, Wonders resources, leveled readers, and RGR.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These researched based programs are proven to increase student achievement when used to fidelity.

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.

Using our FY23 EOY FAST ELA data, students were assigned to 3rd grade classes based on their performance, SEL needs, and best teacher fit. Students were identified as At/Above Benchmark, On Watch, Intervention, and Urgent Intervention. Teams will participate in weekly collaborative planning with instructional coaches using the Backwards Planning Design.

The principal will implement a new PLC process and schedule where teams will meet weekly to work collaboratively to improve teaching and learning and the academic performance of students.

Person Responsible: Abby Lewis (abbyll@leeschools.net)

By When: The planning system will be monitored by administrators and instructional coaches through lesson plans, walkthroughs, and ongoing collaborative conversations with teams.

The New Art & Science of Teaching Instructional strategies (elements) will be embedded into lessons. All instructional staff will design lessons using IG's (scope/sequence/pacing guide) & other curriculum resources aligned to the FL's B.E.S.T. standards. All classrooms will have visible common boards that will include EQ, standards, learning benchmarks, and classroom agendas/schedule posted. Effective small group instruction and differentiated benchmark focused centers will be a part of the daily ELA/Math blocks. All teachers will develop data goals for their individual students, subgroup performance, & whole group. All classrooms will have a data wall & the school will display data in common areas.

Standards trackers will be used to monitor benchmark mastery.

All staff will communicate with parents in a timely manner about students' progress, growth, and achievement.

Person Responsible: Abby Lewis (abbyll@leeschools.net)

By When: The Core/Tier 1 system will be monitored by administrators and instructional coaches through lesson plans, walkthroughs, exemplar data, and weekly PLCs.

A school-wide BEST Benchmark walk to intervention/enrichment plan will be implemented based on our data to meet the needs of our students. Formative and Summative assessments will be used to analyze data & help identify grade-levels and/or FPE Scholars who are not meeting standards, meeting standards, or exceeding standards. Reteaching and adjusting instruction will occur based on assessment results. Students who are Below grade level in phonics will receive support using Phonics for Reading. All students will receive support/enrichment using I-Ready Toolbox, Wonders resources, leveled readers, and RGR.

Person Responsible: Abby Lewis (abbyll@leeschools.net)

By When: The Intervention/Extension Systems will be monitored by teachers, administrators, and instructional coaches. Student proficiency will be reflected in the standards mastery trackers, student performance on exemplars, and on FAST progress monitoring.

#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.

As we move to proficiency only 29% are proficient in ELA & our goal is 41%.

Measurable Outcome:

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

FPE will increase the percentage of 3-5 grade students proficient in ELA from 29% to 41% as measured by the FY24 Spring FAST assessment.

Monitoring:

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

Proficiency progress will be monitored by using our school-based ELA standards assessments, F.A.S.T. progress monitoring assessment, and DIBELS. An Academic Focus Team meets monthly to discuss progress, determine coaching needs for teachers, and discuss intervention/enrichment practices. This team includes administrators and content coaches.

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.)

A school-wide BEST Benchmark walk to intervention/enrichment plan will be implemented based on our data to meet the needs of our students. Formative and Summative assessments will be used to analyze data & help identify grade-levels and/or FPE Scholars who are not meeting standards, meeting standards, or exceeding standards. Reteaching and adjusting instruction will occur based on assessment results. Students who are Below grade level in phonics will receive support using Phonics for Reading. All students will receive support/enrichment using I-Ready Toolbox, Wonders resources, leveled readers, and RGR.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These researched based programs are proven to increase student achievement when used to fidelity.

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.

Using our FY23 EOY FAST ELA data, students were assigned to 3rd grade classes based on their performance, SEL needs, and best teacher fit. Students were identified as At/Above Benchmark, On Watch, Intervention, and Urgent Intervention. Teams will participate in weekly collaborative planning with instructional coaches using the Backwards Planning Design.

The principal will implement a new PLC process and schedule where teams will meet weekly to work collaboratively to improve teaching and learning and the academic performance of students.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The planning system will be monitored by administrators and instructional coaches through lesson plans, walkthroughs, and ongoing collaborative conversations with teams.

The New Art & Science of Teaching Instructional strategies (elements) will be embedded into lessons. All instructional staff will design lessons using IG's (scope/sequence/pacing guide) & other curriculum resources aligned to the FL's B.E.S.T. standards. All classrooms will have visible common boards that will include EQ, standards, learning benchmarks, and classroom agendas/schedule posted. Effective small group instruction and differentiated benchmark focused centers will be a part of the daily ELA/Math blocks. All teachers will develop data goals for their individual students, subgroup performance, & whole group. All classrooms will have a data wall & the school will display data in common areas.

Standards trackers will be used to monitor benchmark mastery.

All staff will communicate with parents in a timely manner about students' progress, growth, and achievement.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Core/Tier 1 system will be monitored by administrators and instructional coaches through lesson plans, walkthroughs, exemplar data, and weekly PLCs.

A school-wide BEST Benchmark walk to intervention/enrichment plan will be implemented based on our data to meet the needs of our students. Formative and Summative assessments will be used to analyze data & help identify grade-levels and/or FPE Scholars who are not meeting standards, meeting standards, or exceeding standards. Reteaching and adjusting instruction will occur based on assessment results. Students who are Below grade level in phonics will receive support using Phonics for Reading. All students will receive support/enrichment using I-Ready Toolbox, Wonders resources, leveled readers, and RGR.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Intervention/Extension Systems will be monitored by teachers, administrators, and instructional coaches. Student proficiency will be reflected in the standards mastery trackers, student performance on exemplars, and on FAST progress monitoring.

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

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

The percent of students with disabilities in grades 3-5 scoring at the proficient decreases from 8% to 0% in 2022.

Measurable Outcome:

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

FPE will increase the percentage of 3-5 grade students with disabilities proficient in ELA from 0% to 10% as measured by the FY24 Spring FAST assessment.

Monitoring:

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

SW will run and monitor student attendance by using daily and weekly reports. In addition we will be monitoring the 20 day cycle district report. Once a child misses 3 consecutive days the teacher will do a wellness phone call & put in student notes. Once a child is tardy 5 consecutive days the teacher will make a reminder phone call about the importance of being to school on time & put in student notes.

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.)

Our students that have had prior attendance issues, our SW will follow-up with those families if the pattern starts immediately. She will also make home visits if needed. The last Wednesday of every month the teacher, SW, ISS, Admin, & nurse will meet to discuss chronic absences & tardies and a plan of action. The teacher, SW, child study team, and United Way will work together to ensure all students are in school and barriers are reduced that prohibits children from coming to school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing on attendance, students will be present and on time to school. This will prevent students missing school and prevent learning gaps and/or loss. FPE will work to reduce barriers that prevent students from coming to school.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Families that continue to have attendance issues will have a meeting with SW & Principal to come with an additional plan of action. Students and classes will be celebrated for attendance and being to school on time.

All panthers present and on time door awards will be handed out daily.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Attendance committee (principal, assistant principals, social worker, and school counselor) will monitor attendance data.

PBIS flowchart, leveled behavior plan with classroom. All staff will implement Conscious Discipline, Zones of Regulations & Positive Behavior Interventions and Supports for all FPE Scholars. In addition to school wide expectations all classrooms must have procedures in place for how their learning environment will operate and handle transitions. All teachers will use a SEL Curriculum, SEL Calendar & follow the grade level scope & sequence. Positive reinforcers & consequences will be used as outlined in our SEL Handbook. Each adult on campus will recognize FPE Scholars with Pawsitive Referrals.

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Discipline committee (principal, assistant principals, Dean, social worker, and school counselor) will monitor positive behavior referrals and discipline referral data.

All teachers will use the SEL Curriculum, SEL Calendar & follow the grade level scope & sequence. PBIS flowchart, leveled behavior plan with classroom positive reinforcers & consequences will be used as outlined in our SEL Handbook. Each adult on campus will recognize FPE Scholars with Pawsitive Referrals

Person Responsible: Mia German (miagg@leeschools.net)

By When: The Discipline committee (principal, assistant principals, Dean, social worker, and school counselor) will monitor positive behavior referrals and discipline referral data.

No description entered

Person Responsible: [no one identified]

By When:

#5. ESSA Subgroup specifically relating to English Language Learners**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.

To increase our proficiency goal from 23% to 41% so this subgroup can be proficient in ELA.

Measurable Outcome:

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

FPE will increase the percentage of ELL 3-5 grade students proficient in ELA from 23% to 41% as measured by the FY24 Spring FAST assessment.

Monitoring:

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

SW will run and monitor student attendance by using daily and weekly reports. In addition we will be monitoring the 20 day cycle district report. Once a child misses 3 consecutive days the teacher will do a wellness phone call & put in student notes. Once a child is tardy 5 consecutive days the teacher will make a reminder phone call about the importance of being to school on time & put in student notes.

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.)

Our students that have had prior attendance issues, our SW will follow-up with those families if the pattern starts immediately. She will also make home visits if needed. The last Wednesday of every month the teacher, SW, ISS, Admin, & nurse will meet to discuss chronic absences & tardies and a plan of action. The teacher, SW, child study team, and United Way will work together to ensure all students are in school and barriers are reduced that prohibits children from coming to school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing on attendance, students will be present and on time to school. This will prevent students missing school and prevent learning gaps and/or loss. FPE will work to reduce barriers that prevent students from coming to school.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Families that continue to have attendance issues will have a meeting with SW & Principal to come with an additional plan of action. Students and classes will be celebrated for attendance and being to school on time.

All panthers present and on time door awards will be handed out daily.

Person Responsible: Abby Lewis (abbyll@leeschools.net)

By When: The Attendance committee (principal, assistant principals, social worker, and school counselor) will monitor attendance data weekly/monthly.

PBIS flowchart, leveled behavior plan with classroom. All staff will implement Conscious Discipline, Zones of Regulations & Positive Behavior Interventions and Supports for all FPE Scholars. In addition to school wide expectations all classrooms must have procedures in place for how their learning environment will operate and handle transitions. All teachers will use a SEL Curriculum, SEL Calendar & follow the grade level scope & sequence. Positive reinforcers & consequences will be used as outlined in our SEL Handbook. Each adult on campus will recognize FPE Scholars with Pawsitive Referrals.

Person Responsible: Abby Lewis (abbyll@leeschools.net)

By When: The Discipline committee (principal, assistant principals, Dean, social worker, and school counselor) will monitor positive behavior referrals and discipline referral data.

Teachers will:

Cultivate relationships

Teach language skills across curriculum topics

Prioritize productive language

Use a variety of engagement strategies

Use visual aids and encourage the use of word to word translation dictionaries

Implement best practices shared during professional development

Strategies will be monitored by ESOL contact person, Instructional coaches, and administrators.

Person Responsible: Abby Lewis (abbyll@leeschools.net)

By When: This will be monitored by administrators and instructional coaches through lesson plans, walkthroughs, and ongoing collaborative conversations with teams.

#6. 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.

Over the last 5 years, FPE has experienced a high turnover of teachers. On the average we have to hire 10 new teachers each year. This negatively impacts student achievement, school culture, and the overall learning environment. Retaining teachers is critical to improving student achievement.

Measurable Outcome:

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

FPE will retain 95% of all instructional staff at the end of FY24, as measured by the number of teachers that leave our school.

Monitoring:

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

Culture and climate surveys will be given to the staff quarterly to determine how teachers are feeling about their job and how admin can better support them. Staff attendance rates will be monitored. In addition we will make sure there are monthly celebrations and more staff appreciation events.

Person responsible for monitoring outcome:

Mia German (miagg@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.)

FPE will focus on the follow strategies: collaboration, teacher support, mentoring/coaching, and creating a positive work environment to help us retain teachers

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This research based strategies are proven to be effective and reduce teacher turnover.

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.

Provide teachers with ongoing opportunities to collaborate with one another. In addition new teachers will have an APPLES mentoring, go through a site-based onboarding process, and all teachers will go through a coaching cycle.

Person Responsible: Mia German (miagg@leeschools.net)

By When: Weekly PLCs & collaborative planning meetings. New teachers already have a mentor and the Leadership Crew created a 2 week coaching cycle.

Teachers will receive ongoing support from colleagues and administrators. By ensuring that teachers feel supported and cared for, we can keep teachers satisfied in their current positions. Teachers will have

many opportunities to express their opinions and concerns. Teachers will also be a part of the decision making process so they feel like their voice has been heard.

Person Responsible: Mia German (miagg@leeschools.net)

By When: Ongoing staff meetings where climate protocols are used to check the temperature of the building. Monthly APPLES meetings, staff surveys, and conversations to determine staff support perceptions.

FPE will create a positive school working conditions and environment.

To ensure that teachers have the best working conditions possible, we will promote a positive school culture where both teachers and students feel safe, trusted, and respected. We will create a culture of safety by educating all staff and students. Team building activities will occur at least twice a month and there will be more opportunities for group decision-making.

Person Responsible: Mia German (miagg@leeschools.net)

By When: Ongoing staff meetings where climate protocols are used to check the temperature of the building. Monthly APPLES meetings, staff surveys, and conversations to determine staff support perceptions.

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: The Area of Focus for these grade levels will be to increase the percentage of students proficient in the Foundational Benchmarks (print concepts, phonological awareness, phonic and word analysis, and fluency). In these grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. The focus will be to provide small group differentiated instruction and intervention in order to increase the percentage of K-2 students proficient in ELA.

Grade K reading proficiency in Spring 2023-38%

Grade 1 reading proficiency in Spring 2023-40%

Grade 2 reading proficiency in Spring 2023-28%

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

The focus for grades 3-5 is to provide small group differentiated instruction in order to meet individual student needs. Small-group instruction provides opportunities for flexible and differentiated learning as well as more individualized feedback and support.

Grade 3 reading proficiency in Spring 2023-23%

Grade 4 reading proficiency in Spring 2023-31%

Grade 5 reading proficiency in Spring 2023-36%

The overall reading proficiency for students in grades 3-5 in Spring 2023 was 29%.

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

Increase the percent of Kindergarten students proficient in ELA from 35% to 41% as measured by the FY24 Spring FAST assessment.

Increase the percent of 1st grade students proficient in ELA from 35% to 41% as measured by the FY24 Spring FAST assessment.

Increase the percent of 2nd grade students proficient in ELA from 40% to 41% as measured by the FY24 Spring FAST assessment.

Grades 3-5 Measurable Outcomes

FPE will increase the percentage of 3-5 grade students proficient in ELA from 29% to 41% as measured by the FY24 Spring FAST assessment.

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 use FAST progress monitoring, iReady diagnostic, DIBELS, District exemplars and Comprehensives to determine if students are making adequate progress towards the B.E.S.T benchmarks. The admin team and coaches will help grade level teams analyze data to make instructional decisions. End of the year data will help literacy team determine if programs in place proved to be effective for the needs of our students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

German, Mia, miagg@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?

Wonders, RGR, Flyleaf, Phonics for Reading, and I-Ready toolbox are district adopted curriculum/ programs that are used to teach grade-level B.E.S.T. ELA standards. Teacher observation, standards-based assessments, formative and summative assessments are how we monitor the above district programs.

Rationale:

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

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

The School District of Lee County has selected Wonders, RGR, Flyleaf, Phonics for Reading, and I-Ready toolbox to teach K-5 grade-level B.E.S.T. ELA standards.

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
The academic focus team will meet to analyze prior year ELA FAST data.	German, Mia, miagg@leeschools.net
The academic focus team will analyze curriculum and secure resources to support the needs identified during data analysis.	German, Mia, miagg@leeschools.net
The administration team will adjust paraprofessionals and coaches' schedules to ensure support is provided to the students with most need.	Lewis, Abby, abbyll@leeschools.net
Professional development and coaching will be provided to teachers and support staff on the district IGs, Guided Reading, Amira, Phonics for reading, I-Ready Toolbox, and Flyleaf as it relates to small group and differentiating instruction for students.	Lewis, Abby, abbyll@leeschools.net
Continue to analyze progress monitoring data and exemplars to adjust grouping of students and instruction as needed.	German, Mia, miagg@leeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

- 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))

FPE 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, feelings of intimidation, inability to leave work for events/meetings 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, the PFEP Evaluation, the School Academic Training and Workshop forms, 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))

- We have 5 academic coaches hired.
- 21st century tutoring program, school-based after school program for Level 2-3 kids.
- Curriculum and Development Supplemental Contracts for processing for improvement include ongoing data chats at the classroom level, data review and instructional change, baseline/midyear/final, and adjustments to align curriculum, resources, and the results for assessments aligned to Florida's academic standards.

- PD opportunities and additional collaborative planning days to improve teacher quality made available using Title I funds.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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))

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

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

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). 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))

N/A