



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 7
  - D. Demographic Data ..... 8
  - E. Early Warning Systems ..... 9
- II. Needs Assessment/Data Review ..... 12
  - A. ESSA School, District, State Comparison ..... 13
  - B. ESSA School-Level Data Review ..... 14
  - C. ESSA Subgroup Data Review ..... 15
  - D. Accountability Components by Subgroup ..... 18
  - E. Grade Level Data Review ..... 21
- III. Planning for Improvement ..... 22
- IV. Positive Culture and Environment ..... 32
- V. Title I Requirements (optional) ..... 37
- VI. ATSI, TSI and CSI Resource Review ..... 40
- VII. Budget to Support Areas of Focus ..... 43

## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

|   |
|---|
| <b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>   |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.   |
| <b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>   |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.  |
| <b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>  |
| <p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol> |

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 parents), 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://cims2.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)  |                      |
| I.E: Early Warning System  | ESSA 1114(b)(7)(A)(iii)(III)                                    | 6A-1.099827(4)(a)(2) |
| II.A-E: Data Review  |   | 6A-1.099827(4)(a)(2) |
| III.A: Data Analysis/Reflection                                    | ESSA 1114(b)(6)   | 6A-1.099827(4)(a)(4) |
| III.B, IV: Area(s) of Focus  | ESSA 1114(b)(7)(A)(i-iii)                                       |                      |
| V: Title I Requirements  | ESSA 1114(b)(2, 4-5),<br>(7)(A)(iii)(I-V)-(B)<br>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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming responsible, productive citizens, able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, families, teachers, community partners, and leaders, elected officials and administrators. The staff of Lake Panasoffkee Elementary works to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

#### Provide the school's vision statement

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SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Kelly Kinley

##### Position Title

Principal

##### Job Duties and Responsibilities

---

No Answer Entered

#### Leadership Team Member #2

##### Employee's Name

Kali Reynolds

##### Position Title

Assistant Principal

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #3**

**Employee's Name**

Landrea Sherman

**Position Title**

School Counselor

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #4**

**Employee's Name**

Rosemary Wojnarowski

**Position Title**

MTSS Coordinator

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #5**

**Employee's Name**

LaShandra Jackson

**Position Title**

Math Coach

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #6**

**Employee's Name**

Kelli Casto-Harley

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

---

No Answer Entered

## **Leadership Team Member #7**

### **Employee's Name**

Kristi Bates

### **Position Title**

Kindergarten Grade Level Chair

### **Job Duties and Responsibilities**

---

No Answer Entered

## **Leadership Team Member #8**

### **Employee's Name**

Connie James

### **Position Title**

First Grade Grade Level Chair

### **Job Duties and Responsibilities**

---

No Answer Entered

## **Leadership Team Member #9**

### **Employee's Name**

Cheyenne Barnes

### **Position Title**

Second Grade Grade Level Chair

### **Job Duties and Responsibilities**

---

No Answer Entered

## **Leadership Team Member #10**

### **Employee's Name**

Kip Hendrix

### **Position Title**

Third Grade Grade Level Chair

### **Job Duties and Responsibilities**

---

No Answer Entered

## **Leadership Team Member #11**

### **Employee's Name**

Ashley Davin

**Position Title**

Fourth Grade Grade Level Chair

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #12**

**Employee's Name**

Grace "Sissy" Ashley

**Position Title**

Fifth Grade Grade Level Chair

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #13**

**Employee's Name**

Deserae Williams

**Position Title**

ESE Grade Level Chair; Title I

**Job Duties and Responsibilities**

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No Answer Entered

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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The LPES School Advisory Council will review the SIP for the approval process.

The school leadership team is involved in creating, planning, and implementing the SIP throughout the entire 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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All school improvement goals and initiatives will be monitored frequently throughout the school year. The leadership team will ensure all strategies and materials are used with fidelity. Our ESE Inclusion Teacher, Inclusion Paraprofessionals, Reading Coach, and Math Coach will flood into the classrooms to support students and provide necessary instruction to help close the achievement gaps. We will meet regularly to discuss goal progress and make any necessary adjustments. We will review the goals with staff monthly for reflection and improvement purposes, per the Superintendent. Staff will have the opportunity to reflect on the SIP at all faculty meetings and it will be included on all staff meeting agendas. The district will monitor the implementation of the plan through monthly calls with the Bureau of School Improvement.

## D. Demographic Data

|  |   |
|--|---|
| <b>2024-25 STATUS</b><br>(PER MSID FILE)   | <b>ACTIVE</b>   |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)  | <b>ELEMENTARY<br/>PK-5</b>  |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)   | <b>K-12 GENERAL EDUCATION</b>   |
| <b>2023-24 TITLE I SCHOOL STATUS</b>   | <b>YES</b>  |
| <b>2023-24 MINORITY RATE</b>   | <b>26.5%</b>  |
| <b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>   | <b>87.8%</b>  |
| <b>CHARTER SCHOOL</b>  | <b>NO</b>   |
| <b>RAISE SCHOOL</b>  | <b>NO</b>   |
| <b>2023-24 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 7/25/2024   | <b>N/A</b>  |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>  |   |
| <b>2023-24 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)<br/>BLACK/AFRICAN AMERICAN<br/>STUDENTS (BLK)<br/>HISPANIC STUDENTS (HSP)<br/>MULTIRACIAL STUDENTS (MUL)<br/>WHITE STUDENTS (WHT)<br/>ECONOMICALLY DISADVANTAGED<br/>STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN<br/>INFORMATIONAL BASELINE.</i>   | <b>2023-24: A<br/>2022-23: B*<br/>2021-22: A<br/>2020-21:<br/>2019-20: A</b>  |

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days  | 56          | 39 | 38 | 32 | 32 | 39 |   |   |   | 236   |
| One or more suspensions   | 8           | 10 | 10 | 8  | 6  | 12 |   |   |   | 54    |
| Course failure in English Language Arts (ELA)   | 6           | 11 | 2  | 6  |    |    |   |   |   | 25    |
| Course failure in Math  | 5           | 8  | 1  | 4  |    |    |   |   |   | 18    |
| Level 1 on statewide ELA assessment   | 15          | 17 | 9  | 16 | 14 | 12 |   |   |   | 83    |
| Level 1 on statewide Math assessment  | 26          | 12 | 9  | 12 | 11 | 11 |   |   |   | 81    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 15          | 17 | 9  | 16 |    |    |   |   |   | 57    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 26          | 12 | 9  | 12 |    |    |   |   |   | 59    |

#### Current Year 2024-25

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 | 25          | 19 | 11 | 16 | 12 |   |   |   |   | 83    |

#### Current Year 2024-25

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

| INDICATOR                           | GRADE LEVEL |    |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|----|---|---|---|---|---|---|---|-------|
|                                     | K           | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 11          | 12 | 6 | 3 | 1 |   |   |   |   | 33    |
| Students retained two or more times |             |    |   |   | 1 |   |   |   |   | 1     |

**Prior Year (2023-24) As Last 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 school days  | 43          | 31 | 32 | 30 | 33 | 28 |   |   |   | 197   |
| One or more suspensions   | 6           | 4  | 2  | 1  | 9  | 7  |   |   |   | 29    |
| Course failure in ELA   | 6           |    | 6  | 1  |    |    |   |   |   | 13    |
| Course failure in Math  | 2           | 1  | 2  | 2  |    |    |   |   |   | 7     |
| Level 1 on statewide ELA assessment   |             |    |    | 9  | 15 | 14 |   |   |   | 38    |
| Level 1 on statewide Math assessment  |             |    |    | 10 | 8  | 21 |   |   |   | 39    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 18          | 19 | 26 | 8  |    |    |   |   |   | 89    |

**Prior Year (2023-24) As Last Reported (pre-populated)**

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 | 11          | 8 | 6 | 10 | 15 | 4 |   |   |   | 54    |

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 10          | 6 | 9 | 4 |   |   |   |   |   | 29    |
| Students retained two or more times |             |   |   | 1 |   |   |   |   |   | 1     |

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT       | 2024   |           |        | 2023   |           |        | 2022** |           |        |
|--------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement *              | 67     | 61        | 57     | 58     | 55        | 53     | 72     | 63        | 56     |
| ELA Grade 3 Achievement **     | 65     | 65        | 58     | 53     | 55        | 53     |        |           |        |
| ELA Learning Gains             | 70     | 63        | 60     |        |           |        | 72     |           |        |
| ELA Learning Gains Lowest 25%  | 62     | 59        | 57     |        |           |        | 59     |           |        |
| Math Achievement *             | 73     | 62        | 62     | 65     | 57        | 59     | 72     | 55        | 50     |
| Math Learning Gains            | 70     | 60        | 62     |        |           |        | 66     |           |        |
| Math Learning Gains Lowest 25% | 50     | 51        | 52     |        |           |        | 49     |           |        |
| Science Achievement *          | 70     | 59        | 57     | 54     | 49        | 54     | 71     | 66        | 59     |
| Social Studies Achievement *   |        |           |        |        |           |        |        | 64        | 64     |
| Graduation Rate                |        |           |        |        |           |        |        | 65        | 50     |
| Middle School Acceleration     |        |           |        |        |           |        |        | 49        | 52     |
| College and Career Readiness   |        |           |        |        |           |        |        |           | 80     |
| ELP Progress                   | 48     | 61        | 25     | 53     | 59        |        |        |           |        |

\*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 (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

| 2023-24 ESSA FPPI                            |     |
|--|-----|
| ESSA Category (CSI, TSI or ATSI)             | N/A |
| OVERALL FPPI – All Students                  | 66% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 0   |
| Total Points Earned for the FPPI             | 527 |
| Total Components for the FPPI                | 8   |
| Percent Tested                               | 99% |
| Graduation Rate                              |     |

| ESSA OVERALL FPPI HISTORY |         |         |         |          |         |         |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24                   | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 66%                       | 58%     | 66%     | 57%     |          | 64%     | 69%     |

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

### C. ESSA Subgroup Data Review (pre-populated)

| 2023-24 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% |
| Students With Disabilities          | 47%                             | No                 |   |   |
| Black/African American Students     | 47%                             | No                 |   |   |
| Hispanic Students                   | 68%                             | No                 |   |   |
| Multiracial Students                | 70%                             | No                 |   |   |
| White Students                      | 66%                             | No                 |   |   |
| Economically Disadvantaged Students | 62%                             | No                 |   |   |
| 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% |
| Students With Disabilities          | 34%                             | Yes                | 1   |   |
| English                             | 25%                             | Yes                | 1   | 1   |

**2022-23 ESSA SUBGROUP DATA SUMMARY**

| <b>ESSA SUBGROUP</b>                | <b>FEDERAL PERCENT OF POINTS INDEX</b> | <b>SUBGROUP BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b> |
|-------------------------------------|--|---------------------------|--|--|
| Language Learners                   |  |                           |  |  |
| Black/African American Students     | 64%                                    | No                        |  |  |
| Hispanic Students                   | 50%                                    | No                        |  |  |
| Multiracial Students                | 59%                                    | No                        |  |  |
| White Students                      | 61%                                    | No                        |  |  |
| Economically Disadvantaged Students | 50%                                    | No                        |  |  |

**2021-22 ESSA SUBGROUP DATA SUMMARY**

| <b>ESSA SUBGROUP</b>       | <b>FEDERAL PERCENT OF POINTS INDEX</b> | <b>SUBGROUP BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b> |
|----------------------------|--|---------------------------|--|--|
| Students With Disabilities | 45%                                    | No                        |  |  |
| English Language Learners  | 59%                                    | No                        |  |  |

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% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| Native American Students            |                                 |                    |   |   |
| Asian Students                      |                                 |                    |   |   |
| Black/African American Students     | 74%                             | No                 |   |   |
| Hispanic Students                   | 69%                             | No                 |   |   |
| Multiracial Students                | 78%                             | No                 |   |   |
| Pacific Islander Students           |                                 |                    |   |   |
| White Students                      | 63%                             | No                 |   |   |
| Economically Disadvantaged Students | 62%                             | No                 |   |   |

### D. 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)

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|  | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students                                   | 67%      | 65%              | 70%    | 62%         | 73%       | 70%     | 50%          | 70%      |         |           |                   |                   |              |
| Students With Disabilities                     | 42%      | 43%              | 60%    | 48%         | 49%       | 52%     | 41%          | 41%      |         |           |                   |                   |              |
| Black/African American Students                | 44%      |                  |        |             | 50%       |         |              |          |         |           |                   |                   |              |
| Hispanic Students                              | 68%      |                  | 67%    |             | 64%       | 72%     |              |          |         |           |                   |                   |              |
| Multiracial Students                           | 59%      |                  | 70%    |             | 71%       | 80%     |              |          |         |           |                   |                   |              |
| White Students                                 | 69%      | 62%              | 71%    | 57%         | 77%       | 70%     | 48%          | 75%      |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 64%      | 64%              | 66%    | 63%         | 69%       | 63%     | 43%          | 64%      |         |           |                   |                   |              |

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

|                                     | ELA ACH. | GRADE 3 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                        | 58%      | 53%              |        |             | 65%       |         |              | 54%      |         |           |                   |                   | 25%          |
| Students With Disabilities          | 34%      | 42%              |        |             | 41%       |         |              | 17%      |         |           |                   |                   |              |
| English Language Learners           | 20%      |                  |        |             | 30%       |         |              |          |         |           |                   |                   |              |
| Black/African American Students     | 56%      |                  |        |             | 75%       |         |              | 60%      |         |           |                   |                   |              |
| Hispanic Students                   | 48%      |                  |        |             | 59%       |         |              | 43%      |         |           |                   |                   |              |
| Multiracial Students                | 59%      |                  |        |             | 62%       |         |              | 56%      |         |           |                   |                   |              |
| White Students                      | 61%      | 60%              |        |             | 66%       |         |              | 55%      |         |           |                   |                   |              |
| Economically Disadvantaged Students | 53%      | 39%              |        |             | 60%       |         |              | 48%      |         |           |                   |                   |              |

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

|                                     | ELA ACH. | GRADE 3 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                        | 72%      |                  | 72%    | 59%         | 72%       | 66%     | 49%          | 71%      |         |           |                   |                   |              |
| Students With Disabilities          | 48%      |                  | 57%    | 48%         | 41%       | 56%     | 48%          | 18%      |         |           |                   |                   |              |
| English Language Learners           | 47%      |                  | 67%    |             | 65%       | 58%     |              |          |         |           |                   |                   |              |
| Native American Students            |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
| Asian Students                      |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
| Black/African American Students     | 71%      |                  | 81%    |             | 58%       | 86%     |              |          |         |           |                   |                   |              |
| Hispanic Students                   | 60%      |                  | 74%    |             | 68%       | 74%     |              |          |         |           |                   |                   |              |
| Multiracial Students                | 87%      |                  | 92%    |             | 71%       | 61%     |              |          |         |           |                   |                   |              |
| Pacific Islander Students           |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
| White Students                      | 71%      |                  | 67%    | 52%         | 73%       | 64%     | 41%          | 74%      |         |           |                   |                   |              |
| Economically Disadvantaged Students | 67%      |                  | 68%    | 56%         | 66%       | 62%     | 44%          | 70%      |         |           |                   |                   |              |

## E. 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.

| 2023-24 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela            | 3     | 60%    | 65%      | -5%               | 55%   | 5%             |
| Ela            | 4     | 67%    | 65%      | 2%                | 53%   | 14%            |
| Ela            | 5     | 66%    | 64%      | 2%                | 55%   | 11%            |
| Math           | 3     | 75%    | 71%      | 4%                | 60%   | 15%            |
| Math           | 4     | 75%    | 66%      | 9%                | 58%   | 17%            |
| Math           | 5     | 60%    | 67%      | -7%               | 56%   | 4%             |
| Science        | 5     | 70%    | 63%      | 7%                | 53%   | 17%            |

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

---

Overall, 3rd grade ELA showed the most improvement. On the 2023 Spring PM3 assessment, 3rd grade ELA proficiency was at 53%. On the 2024 Spring PM3 assessment, 3rd grade ELA proficiency increased by 7% for a total proficiency of 60%. We implemented classroom flooding with classroom teacher, ESE inclusion, and reading coach. We also provided extra support to identified students during PE time (with signed parental consent waivers). Administration also helped lead small groups in identified classrooms.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Overall, ELA proficiency showed the lowest performance. Contributing factors are discipline, attendance, and lack of prerequisite skills required for our lowest performing students moving into the next grade level. Our attendance average for the 2023-2024 school year was 91.37%. We also had a total of 311 long form offenses, many of which were classroom disruptions.

##### Greatest Decline

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

---

4th grade ELA showed the greatest decline from the prior year. In 2023-2024, proficiency was at 74%. It decreased by 7% to an overall 67% proficiency in 2023-2024. Factors include discipline, attendance, and a lack of prerequisite skill required for our lowest performing students moving into the next grade level.

##### Greatest Gap

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.

---

When comparing all data components, it was noted that ELA, math, and science proficiency levels for all grades 3-5 were all above the state averages. The two categories that scored closest to the state averages were 5th grade math at 60% (state at 56%) and 3rd grade ELA at 60% (state at 55%).

### **EWS Areas of Concern**

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

---

The highest area of concern is attendance with a total of 236 students absent 10% or more days. This is an increase of 39 students from the previous school year. Level 1 on ELA and math statewide assessments are 2nd with a total of 83 students for ELA and 81 students for math.

### **Highest Priorities**

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

---

- 1) Increase ELA proficiency overall
- 2) Increase math proficiency overall
- 3) Increase 5th grade science proficiency
- 4) Improve attendance rates
- 5) Improve the number of disciplinary offenses (specifically long forms)

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our overall proficiency for English Language Arts was:

- 3rd: 60%
- 4th: 67%
- 5th: 66%

4th grade declined from the pervious school year. Our area of focus is to increase overall proficiency grades 3-5..

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase English Language Arts proficiency overall:

- 3rd: 60% to 65%
- 4th: 67% to 72%
- 5th: 66% to 71%

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The following progress monitoring will be used throughout the year:

1. PM1, PM2, PM3 FAST Assessments
2. BOY, MOY, EOY iReady Diagnostic Assessments
3. Weekly iReady monitoring
4. Weekly Accelerated Reader monitoring
5. Weekly reading assessments
6. Monthly PLCs and data chats with grade level/subject area teams
7. Administration, ESE Inclusion, and reading interventionist will meet with teachers during PLCs for collaborative planning

**Person responsible for monitoring outcome**

Kali Reynolds

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Administration will ensure that curriculum programs are used with fidelity. The team of administrators, ESE inclusion teacher, and reading interventionist will analyze data to support reading instruction in the classroom. The reading interventionist will pull data weekly, on Fridays, to discuss with administration. Administration will conduct weekly walk-throughs and provide clear and timely feedback. Teachers will submit lesson plans in the LPES 24-25 Staff Notebook for review.

**Rationale:**

ELA strategies will be reinforced through differentiated lessons, flexible grouping, and classroom instruction. Teachers ESE inclusion teacher, and the school-based reading interventionist will work together to ensure that strategies and monitoring are in place to help close the achievement gap.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

1. Intentional, explicit, research-informed instruction using increasingly complex texts and tasks that build comprehension and knowledge 2. Small group and individualized instruction using a variety of grouping strategies Activities that build reading fluency and stamina within texts 3. Collaborative discussion 4. Standards based writing activities 5. Vocabulary and content knowledge 6. iReady Reading (computer based My Path, teacher assigned lessons, online Teacher Toolbox, Magnetic Readers)

**Rationale:**

ELA strategies will be reinforced through differentiated lessons, flexible grouping, and classroom instruction. Teachers ESE inclusion teacher, and the school-based reading interventionist will work together to ensure that strategies and monitoring are in place to help close the achievement gap.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Curriculum

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will utilize HMH and iReady curriculum. Data will be pulled weekly and reviewed by administration and reading interventionist.

**Action Step #2**

Differentiated Instruction

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Differentiated instruction will be provided based on data. Teachers, ESE inclusion teacher, administration, and reading interventionist will monitor. Classroom "flooding" will take place during small group instruction time with the literacy coach, ESE inclusion, and classroom teacher.

**Action Step #3**

PLCs

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

PLCs will be held monthly. Teachers will collaborate with each other, administration, reading interventionist, and inclusion to review data and provide feedback on student progress. The team will work together to develop additional strategies as needed when/if data shows methods are not working.

**Action Step #4**

Walkthroughs

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Walkthroughs will be completed weekly by administration and timely feedback will be given to teachers.

**Action Step #5**

Literacy Team Meetings

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monthly Literacy Team meetings will be held. Representatives from each grade level will join the reading interventionist and administration in these meetings and then disseminate the information back to their teams.

**Action Step #6**

PE Groups

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Extra support will be provided to identified students in grades 4-5 during PE groups twice a week with

our reading interventionist.

### **Action Step #7**

iReady Reading

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

iReady Reading will be used with fidelity. Students are to complete 45 minutes weekly. iReady data will be monitored and reviewed every Friday.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Math**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our overall proficiency in math was:

- 3rd: 75%
- 4th: 75%
- 5th: 60%

There was no increase in proficiency for 4th or 5th grade math from PM3 in 2023. Our area of focus is to increase the overall math proficiency in grades 3-5.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase math proficiency:

- 3rd: 75% to 80%
- 4th: 75% to 80%
- 5th: 60% to 65%

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The following progress monitoring will be used throughout the year:

1. PM1, PM2, PM3 FAST Assessments
2. BOY, MOY, EOY iReady Diagnostic Assessments
3. Weekly iReady monitoring
4. IXL monitoring

5. Savvas Math Assessments
6. Monthly PLCs and data chats with grade level/subject area teams
7. Administration, ESE Inclusion, and math interventionist will meet with teachers during PLCs for collaborative planning

**Person responsible for monitoring outcome**

Kelly Kinley

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Administration will ensure that curriculum programs are used with fidelity. The team of administrators, ESE inclusion teacher, and math interventionist will analyze data to support math instruction in the classroom. The math interventionist will pull data weekly, on Fridays, to discuss with administration. Administration will conduct weekly walk-throughs and provide clear and timely feedback. Teachers will submit lesson plans in the LPES 24-25 Staff Notebook for review.

**Rationale:**

Math strategies will be reinforced through differentiated lessons, flexible grouping, "flooding", and classroom instruction. Teachers ESE inclusion teacher, and the school-based math interventionist will work together to ensure that strategies and monitoring are in place to help close the achievement gap.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

1. Intentional, explicit, research-informed instruction 2. Small group and individualized instruction using a variety of grouping strategies (flexible grouping) and utilizing targeted instruction based on observed needs. 3. Classroom "flooding" during small group instruction (math interventionist and ESE inclusion) 4. Collaborative discussions 5. Standards aligned writing 6. Building vocabulary and content knowledge 7. Extra small group time during PE twice per week with math interventionist

**Rationale:**

Math strategies will be reinforced through differentiated lessons, flexible grouping, "flooding", and classroom instruction. Teachers ESE inclusion teacher, and the school-based math interventionist will work together to ensure that strategies and monitoring are in place to help close the achievement gap.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Curriculum

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will utilize Savvas and iReady Math curriculum. Data will be pulled weekly and reviewed by administration and math interventionist.

**Action Step #2**

Differentiated Instruction

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Differentiated instruction will be provided based on data. Teachers, ESE inclusion, administration, and math interventionist will monitor. Classroom "flooding" will take place during small group instruction time with the math interventionist, ESE inclusion, and classroom teacher.

**Action Step #3**

PLCs

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

PLCs will be held monthly. Teachers will collaborate with each other, administration, math interventionist, and ESE inclusion to review data and provide feedback on student progress. The team will work together to develop additional strategies as needed when/if data shows methods are not working.

**Action Step #4**

Walkthroughs

**Person Monitoring:**

Kelly Kinley, Kali Reynolds

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Walkthroughs will be completed weekly by administration and timely feedback will be given to teachers.

**Action Step #5**

Math Team Meetings

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monthly math team meetings will be held. Representatives from each grade level will join the math interventionist and administration in these meetings and then disseminate the information back to their teams.

**Action Step #6**

PE Groups

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Extra support will be provided to identified students in grades 4-5 during PE groups twice a week with our math interventionist.

**Action Step #7**

iReady Math

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

iReady math will be used with fidelity. Students are to complete 45 minutes weekly. iReady data will be monitored and reviewed every Friday.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Overall proficiency in science increased from 54% in 2023 to 70% in 2024. We want to continue to grow in this area and increase overall proficiency to 75%.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase science proficiency from 70% to 75%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student progress towards set goals, data, and scores will be monitored with fidelity.

**Person responsible for monitoring outcome**

Kelly Kinley

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

1. Intentional, explicit, research based instruction using increasingly complex texts, assignments, and tasks that will build comprehension and knowledge 2. Research based activities within the classroom that will help build content knowledge 3. Research based strategies will be explicitly taught within the classroom to help support comprehension of material. 4. Classroom and collaborative discussions 5. Standards aligned writing 6. Building vocabulary and content knowledge

**Rationale:**

Science strategies will be reinforced through differentiated lessons, flexible grouping, and classroom instruction. Teachers, ESE inclusion, and administration will work together to ensure that strategies and monitoring are in place to help close the achievement gap.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

PLCs

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will meet monthly for PLCs where they will hold data chats and discuss student progress towards goals.

**Action Step #2**

Differentiated Instruction

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Differentiated instruction is provided to students based on data and needs.

**Action Step #3**

Walkthroughs

**Person Monitoring:**

Kelly Kinley, Kali Reynolds

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will complete walkthroughs and provide teachers with timely feedback.

**Action Step #4**

Curriculum

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

McGraw Hill Science curriculum will be used with fidelity.

**Action Step #5**

Supplemental Programs

**Person Monitoring:**

Kelly Kinley

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use supplemental programs such as Study Island, Generation Genius, IXL, Quizziz, and Kahoot. Teachers and students will also participate in the Stop Drop Science and the Science 60 Book Challenge.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Due to multiple factors, attendance rates have declined since the 2020-2021 school year. The 2023-2024 school year average is the lowest it has been in 4 years at 91.37%. There has been an overall decrease of 1.28%. We also have 236 students absent 10% or more days of school.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Attendance Averages (school year):

- 2020-2021: 92.65%

- 2021-2022: 91.48%
- 2022-2023: 91.86%
- 2023-2024: 91.37%
- 236 students absent 10% or more days

Our attendance goal this year is to increase our overall school average to 94% and decrease our students who were absent 10% or more days from 236 to 180.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Attendance monitoring is a daily task. Administration will work with the data entry clerk and use Skyward to monitor data, contact parents of missing students, send home attendance letters, hold CST meetings, and work with the YFA representative to help monitor student attendance.

**Person responsible for monitoring outcome**

Kali Reynolds

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

We will send attendance reminders to parents who have habitually absent students. We will maintain consistent contact with parents whose children are absent and employ the services of YFA to increase our attendance. The school district will also send out letters to these families at the beginning of the school year.

**Rationale:**

Our focus is on increasing overall proficiency scores in ELA, math, and science. To accomplish this task, we must have students in school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Attendance Monitoring

**Person Monitoring:**

**By When/Frequency:**

Kali Reynolds

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. School-level attendance data monitoring to identify school-wide trends and individual students at risk. 2. Daily attendance letters will be sent home for students who were absent the previous day but did not send in a note. 3. 3, 4, 5, 7, and 9 day attendance letters will run daily and be sent home within 24 hours. 4. CST meetings will be held for students who reach 5 unexcused absences. 5. Sherriff's letter will be sent out once students reach 9 days unexcused. 6. Parental prosecution letter will be sent out once students reach approximately 13 unexcused absences. 7. Truancy will be filed if students reach 15 unexcused absences within a 90 day period. 8. Students and families will be referred to Youth and Family Alternatives (YFA) as needed.

**Action Step #2**

Attendance Rewards

**Person Monitoring:**

Kali Reynolds

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will receive incentives for good and improved attendance.

**Action Step #3**

Counseling Services

**Person Monitoring:**

Kali Reynolds, Landrea Sherman

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will be provided with counseling services as needed.

**Action Step #4**

Health Resources

**Person Monitoring:**

Kelly Kinley, Kali Reynolds

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will be provided with health resources as needed and as applicable depending on health consent from parents/guardians.

**Area of Focus #2**

Other

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

This school year, we are focusing on decreasing school disciplinary incidents, specifically the amount of long forms. In 2023-2024 we had a total of 311 long forms written.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

We had a total of 311 long form offenses during the 2023-2024 school year. We want to reduce the total number of long forms to 200. Students who receive 3 or more long forms during the school year will be assigned an additional mentor.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Administration will monitor discipline data and process all long forms. PBIS Coordinator, MTSS Coordinator, and Administration will meet frequently to analyze data and employ additional strategies as needed.

**Person responsible for monitoring outcome**

Kelly Kinley, Kali Reynolds

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Monitoring, mentoring, and PBIS interventions will be utilized with fidelity throughout the entire school year.

**Rationale:**

The PBIS team (including administration and MTSS Coordinator) will meet every 4-6 weeks to analyze discipline data and discuss potential changes that should be made in order to better support our students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

PBIS

**Person Monitoring:**

Kelly Kinley, Kali Reynolds

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. PBIS team, MTSS Coordinator, and administration will frequently analyze data and discuss any

necessary changes. 2. Teachers will submit classroom PBIS plans to the Staff Notebook for review. 3. Staff will increase the utilization of \$1 Osprey Wings and \$5 Class Osprey Wings. 4. Students will have the opportunity to visit the Osprey Store each week to spend wings. 5. Class Osprey Wings will be displayed in the cafeteria to provide encouragement.

**Action Step #2**

Mentoring

**Person Monitoring:**

Kelly Kinley, Kali Reynolds

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Additional mentors will meet with students who receive 3 or more long forms once a week.

**Action Step #3**

Counseling Services

**Person Monitoring:**

Kelly Kinley, Kali Reynolds, Landrea Sherman

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Our school counselor will counsel identified students. Students may also be referred to our school mental health counselor (as needed). Our school counselor will also reach out to classrooms for behavior lessons.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

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

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The methods for dissemination of the SIP and SWP to stakeholders will be available on the school website, the district website, through the School Advisory Committee, and the District Parent Advisory Committee. Copies of the SIP will be available to all stakeholders via a handout and a parent friendly version of the plan will be shared.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Parents, families, staff, and community partners are invited to participate with the development, implementation, and evaluation of the Title I Program, the Title I School-wide Plan, the school's Parent and Family Engagement Plan (PFEP), and how the Parent and Family Engagement funds should be utilized. Parent involvement activities are planned throughout the school year to ensure and promote student achievement. Parents are invited year round to participate with their child's learning in and out of the classroom. We will have our annual meeting during Open House, a Title I survey in the spring, four SAC meetings, and a PAC meeting in the fall and spring. Our teachers also use parent communication folders, ParentSquare, email, conferences, and telephone calls to communicate with parents and families throughout the school year. We also have Parent Standards Training Night to inform parents on common misconceptions with the Florida B.E.S.T. Standards. Our Title I Coordinator also completes a Comprehensive Needs Assessment to provide information on

prioritizing student performance needs in ELA, math, and science with measurable outcomes. The Comprehensive Needs Assessment also discusses when, where and how our school gathers parent, teacher, and administrator input. To do this we complete the parent surveys, hold SAC meetings, hold PLCs, department meetings, and faculty meetings.

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

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At Lake Panasoffkee Elementary School we strive for bell to bell instruction. Our ESE inclusion teacher and instructional coaches flood into the classrooms to provide scaffolded or tiered instruction to meet the needs of all students. We integrate programs such as iReady, IXL, AR, myON, STAR, Study Island Science (5th), Waggle, and Amira.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

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Our guidance counselor works with students daily and provides counseling lessons in the classrooms to address the largest needs. We also have a mental health counselor who works with our students individually as needed. LPES staff and teachers mentor students throughout the year. Teachers mentor students within their classrooms and if additional support is necessary, we assign another mentor outside of the classroom.

#### Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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Lake Panasoffkee uses student data to support the needs of SWD students. We will use our instructional coaches, resource teacher, ESE inclusion teachers and paraprofessionals in a flooding style into classrooms to support students with disabilities. Extra support staff will work with students in the area of phonics and language. The use of the Math Reflex program will help support SWD students with Math fluency. Scaffolding for all subjects will be provided through the use of visual presentation and graphic organizers.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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HMH Into Reading (K-5) - Demonstrates a Rationale

*HMH Into Reading* is a comprehensive English language arts solution grounded in science-based reading methods that have proven how students acquire reading skills. *HMH Into Reading* provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a sequence that provides students with a foundation to become confident, independent readers and writers. *HMH Into Reading* provides explicit instructional foundations in the following categories:

- Phonemic and Phonological Awareness
- Phonics and Word Analysis
- Fluency
- Language Comprehension
- Vocabulary
- Reading Comprehension
- Writing

*HMH Into Reading* is founded in meeting the needs of all students in diverse classrooms.

Opportunities for differentiation are built into the curriculum in the following ways:

- Explicit instruction and practice on foundational reading skills
- Targeted, whole-class reading or writing instruction in a teacher-led lesson
- Small group instruction
- A variety of interactive and independent reading and writing activities

*HMH Into Reading:*

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive program designs;
- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

i-Ready will be used as a Tier 2 intervention.

ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

*i-Ready Personalized Learning* for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

*i-Ready Reading* is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

*i-Ready Reading* includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the

most essential to reading success;

- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

i-Ready will be used as a Tier 3 intervention.

ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

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- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |