

Sumter District Schools

# Lake Panasoffkee Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>13</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>24</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>24</b>
<b>VI. Title I Requirements</b>	<b>26</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>28</b>

## Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[ no web address on file ]

### 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.

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.

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.

### 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
Kinley, Kelly	Principal	
Reynolds, Kali	Assistant Principal	
Sherman, Landrea	School Counselor	
Randolph, Cynthia	Other	
Casto, Kelli	Instructional Coach	
Bates, Danielle	Teacher, K-12	Grade Level Chair
James, Connie	Teacher, K-12	Grade Level Chair
Wojnarowski, Rosemary	Teacher, K-12	Grade Level Chair
Davin, Ashley	Teacher, K-12	Grade Level Chair
Ashley, Sissy	Teacher, K-12	Grade Level Chair
Williams, Deserae	Teacher, ESE	ESE Inclusion teacher and Title I Contact

**Stakeholder Involvement and SIP Development**

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

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

The 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'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 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 Acceleration Team made up of our ESE Inclusion teacher, Reading Interventionist, and Math Interventionist 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. The district will monitor the implementation of the plan through monthly calls with the Bureau of School Improvement. Also, staff will have the opportunity to reflect on the SIP at all faculty meetings and it will be included on all staff meeting agendas.

**Demographic Data**

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	27%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>2021-22 ESSA Identification</b>	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b>	2021-22: A

	2019-20: A
	2018-19: A
	2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	43	31	32	30	33	28	0	0	0	197	
One or more suspensions	6	4	2	1	9	7	0	0	0	29	
Course failure in English Language Arts (ELA)	6	0	6	1	0	0	0	0	0	13	
Course failure in Math	2	1	2	2	0	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	9	15	14	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	10	8	21	0	0	0	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	19	26	8	8	10	0	0	0	89	

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	11	8	6	10	15	4	0	0	0	54

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	10	6	9	4	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

### Prior Year (2022-23) As Initially Reported (pre-populated)

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	17	29	34	23	23	31	0	0	0	157	
One or more suspensions	4	4	1	4	2	0	0	0	0	15	
Course failure in ELA	11	14	21	6	16	0	0	0	0	68	
Course failure in Math	11	14	21	6	16	0	0	0	0	68	
Level 1 on statewide ELA assessment	0	0	0	8	7	0	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	6	10	13	0	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	10	22	1	9	3	0	0	0	52	

**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	1	0	1	0	1	0	0	0	0	3

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	11	14	1	0	0	0	0	0	41
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

**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	17	29	34	23	23	31	0	0	0	157	
One or more suspensions	4	4	1	4	2	0	0	0	0	15	
Course failure in ELA	11	14	21	6	16	0	0	0	0	68	
Course failure in Math	11	14	21	6	16	0	0	0	0	68	
Level 1 on statewide ELA assessment	0	0	0	8	7	0	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	6	10	13	0	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	10	22	1	9	3	0	0	0	52	

**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	1	0	1	0	1	0	0	0	0	3

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	11	14	1	0	0	0	0	0	41
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

**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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	72	63	56	66	56	57
ELA Learning Gains	72	66	61	71	58	58
ELA Lowest 25th Percentile	59	60	52	56	51	53
Math Achievement*	72	67	60	68	61	63
Math Learning Gains	66	63	64	71	68	62
Math Lowest 25th Percentile	49	47	55	51	55	51
Science Achievement*	71	65	51	63	62	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

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

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

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****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	45			
ELL	59			
AMI				
ASN				
BLK	74			
HSP	69			
MUL	78			
PAC				
WHT	63			
FRL	62			

**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)

**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	72	72	59	72	66	49	71					

## 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
SWD	48	57	48	41	56	48	18					
ELL	47	67		65	58							
AMI												
ASN												
BLK	71	81		58	86							
HSP	60	74		68	74							
MUL	87	92		71	61							
PAC												
WHT	71	67	52	73	64	41	74					
FRL	67	68	56	66	62	44	70					

## 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	67	57	35	63	62	50	64					
SWD	43	20	0	36	53	30	38					
ELL												
AMI												
ASN												
BLK	48			52								
HSP	55			58								
MUL	82			68								
PAC												
WHT	69	53	33	64	56	38	65					
FRL	63	57	27	56	61	46	56					

## 2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	66	71	56	68	71	51	63					
SWD	43	70	57	47	65	42	42					
ELL												
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	48	69		57	55							
HSP	71	94		65	87							
MUL												
PAC												
WHT	67	67	43	69	70	52	65					
FRL	57	69	57	62	67	45	60					

### 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	62%	65%	-3%	54%	8%
04	2023 - Spring	74%	68%	6%	58%	16%
03	2023 - Spring	53%	61%	-8%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	68%	3%	59%	12%
04	2023 - Spring	75%	72%	3%	61%	14%
05	2023 - Spring	60%	65%	-5%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	58%	-4%	51%	3%

## 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.**

Overall, ELA proficiency showed the lowest performance. Contributing factors continue to include learning loss associated with COVID. Our attendance average is also a considered factor. For 2022-2023, our average was 91.86%.

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

5th grade ELA showed the greatest decline from the prior year. In 2021-2022, proficiency was at 78%. It decreased by 15% to 63% proficient in 2022-2023. 3rd grade ELA was close behind. In 2021-2022, proficiency was at 67% and it decreased by 14% to 53% proficient. Factors include learning loss associated with COVID and attendance.

We also note that 5th grade science saw the greatest decline of all tested subject areas. LPES 5th grade science proficiency in 2021-2022 was 71%. In 2022-2023, it decreased to 54%. Factors include learning loss associated with COVID and attendance.

**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 all ELA, math, and science proficiency levels were all above the state averages. The two categories that scored closest to the state averages were 3rd grade ELA at 53% (state at 50%) and 5th grade science at 54% (state at 51%).

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

Overall, 4th grade math showed the most improvement. In 2021-2022, 4th grade math proficiency was at 68%. This increased to 75% in 2022-2023. We implemented classroom flooding with classroom teacher, ESE inclusion, and math coach. We also provided extra support to identified students during PE time (with signed parental consent waivers).

**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 197 absent 10% or more days. Level 1 on ELA and math statewide assessments are 2nd with a total of 38 students for ELA and 39 students for math.

**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 out of school suspensions

**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.

Our overall proficiency for English Language Arts was: 3rd Grade- 53%, 4th Grade- 74%, 5th Grade- 63%. Both 3rd and 5th grade dropped from the previous school year (2021-2022). Our area of focus is to increase overall proficiency in ELA.

**Measurable Outcome:**

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

Increase ELA proficiency in Grade 3 from 53% to 70%; Increase ELA proficiency in Grade 4 from 74% to 80%; Increase ELA proficiency in Grade 5 from 63% to 80%

**Monitoring:**

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

The following progress monitoring will be used throughout the year:

1. Beginning of year and mid-year iReady Diagnostic Assessments which provides students with individualized instruction
2. Weekly reading assessments
3. ELA FAST assessments will be given three times per year
4. PLCs and data chats
5. A-team will monitor data and meet with teachers during PLCs for collaborative planning

**Person responsible for monitoring outcome:**

Kali Reynolds (kali.reynolds@sumter.k12.fl.us)

**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.)

Administration will ensure that curriculum programs are used with fidelity and the A-team will analyze data to support reading instruction in the classroom. We will conduct weekly walk-throughs and provide clear and timely feedback. Teachers will submit lesson plans in the LPES 23-24 Staff Notebook for review.

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 (flexible grouping, flooding) and utilizing targeted instruction based on observed needs
3. Activities that build reading fluency and stamina within texts
4. Collaborative discussions
5. Research based, standards aligned writing activities
6. Vocabulary and content knowledge
7. iReady Reading (computer based My Path, teacher assigned lessons, online Teacher Toolbox, Magnetic Readers).

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

### **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.

1. Teachers will utilize HMH and iReady reading curriculum (Teachers, Interventionist)
2. Student progress will be monitored with fidelity (Teachers, Administrators, Inclusion Teacher, Interventionist)
3. Differentiated instruction provided based on data (Teachers and Interventionist)
4. Data chats within PLCs to provide feedback on student progress (Teachers, Administrators, Inclusion Teacher, Interventionist)
5. Teachers provided with professional development specifically focused on using progress monitoring to drive instruction (Administrators, Interventionist)
6. A-team will work with teachers to develop additional strategies as needed when/if data shows methods are not working. (Teachers, Administrators, Inclusion Teacher, Interventionist)
7. Walk-throughs by administration
8. Monthly Literacy Team meetings with representative per grade level, literacy coach, and administration.
9. Extra support for identified students during PE groups with literacy coach.
10. Classroom "flooding" during small group instruction-literacy coach and ESE inclusion.
11. iReady Reading used with fidelity (iReady My Path online 45 minutes total per week, Magnetic Reader lessons)

**Person Responsible:** Kali Reynolds (kali.reynolds@sumter.k12.fl.us)

**By When:**



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our overall proficiency in math was: 3rd Grade- 71%, 4th Grade- 75%, 5th Grade- 60%. Proficiency for both 3rd and 5th grades decreased from the 2021-2022 school year. Our area of focus is to increase overall proficiency in math.

**Measurable Outcome:**

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

Increase math proficiency in Grade 3 from 71% to 80%; Increase math proficiency in Grade 4 from 75% to 80%; Increase math proficiency in Grade 5 from 60% to 70%.

**Monitoring:**

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

The following progress monitoring will be used throughout the year:

1. Beginning of year and mid-year iReady Diagnostic Assessments which provides students with individualized instruction
2. Savvas Math Assessments
3. Math FAST assessments will be given three times per year
4. IXL Math
5. PLCs and data chats
6. A-team will monitor data and meet with teachers during PLCs for collaborative planning

**Person responsible for monitoring outcome:**

Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

**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.)

Administration will ensure that curriculum programs are used with fidelity and the A-team will analyze data to support math instruction in the classroom. We will conduct weekly walk-throughs and provide clear and timely feedback. Teachers will submit lesson plans in the LPES 23-24 Staff Notebook for review.

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 coach and ESE inclusion.
4. Classroom and collaborative discussions
5. Research based and standards aligned writing
6. Building vocabulary and content knowledge
7. Extra small group time during PE twice a week with math coach

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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**

(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.

1. Teachers will utilize Savvas and iReady math curriculum. (Teachers, Interventionist)
2. Student progress monitored with fidelity by teachers, administrators, and the A-team (Teachers, Administrators, Inclusion Teacher, Interventionist)
3. Differentiated instruction provided based on data (Teachers and interventionist)
4. Data chats within PLCs to discuss and provide feedback on student progress (Teachers, Administrators, Inclusion Teacher, Interventionist)
5. Teachers provided with professional development specifically focused on using progress monitoring to drive instruction. (Administrators, Interventionist)
6. A-team will work with teachers to develop additional strategies as needed when/if data shows methods are not working. (Teachers, Administrators, Inclusion Teacher, Interventionist)
7. Walk-throughs by administration
8. Extra support for identified students during PE groups with math coach.
9. Monthly math PLCs with representative per grade level, math coach, and administration
10. Classroom "flooding" during small groups-math coach and ESE inclusion.
11. iReady Math used with fidelity (My Path online 45 minutes/week, online Teacher Toolbox)

**Person Responsible:** Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

**By When:**

**#3. Positive Culture and Environment specifically relating to Other****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.

Due to multiple factors, attendance data has decreased over the past 4 years. Our 2022-2023 year average was 91.86%. The months of December, March, and April showed a decrease from the 2021-2022 school year. This past year we had a total of 197 students absent 10% or more days.

**Measurable Outcome:**

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

Attendance monitoring will be done consistently throughout the year so that we have no more than 75 students with 90% or less attendance.

**Monitoring:**

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

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

**Person responsible for monitoring outcome:**

Kali Reynolds (kali.reynolds@sumter.k12.fl.us)

**Evidence-based Intervention:**

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

We will send attendance reminders to parents who children are habitually absent. We will maintain consistent contact with parents whose children are absent and employ the services of YFA to increase our attendance.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Our focus is on increasing the scores in ELA and Math overall. To accomplish this task, we must have students in 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.

1. School-level attendance data monitoring to identify school-wide trends and individual students at risk.
2. Positive behavior approaches for attendance (Positive Behavior Interventions and Supports)
3. Incentives for good and improved attendance.
4. Personalized outreach strategies to communicate with students and families.
5. Use the services of YFA to implement the strategies they can offer to our students.
6. Attendance rewards
7. Counseling services

8. Health resources

9. Mentoring

**Person Responsible:** Kali Reynolds (kali.reynolds@sumter.k12.fl.us)

**By When:**

**#4. Instructional Practice specifically relating to Science****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.

Overall proficiency for science dropped from 71% in 2021-2022 to 54% in 2022-2023. Our area of focus is to increase overall proficiency in 5th grade science.

**Measurable Outcome:**

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

Increase science proficiency from 54% to 75%

**Monitoring:**

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

Student progress, data, and scores will be monitored fidelity and progress in meeting the goal.

**Person responsible for monitoring outcome:**

Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

**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.)

1. Intentional, explicit, research based instruction using increasingly complex texts, assignments, and tasks that will build comprehension and knowledge.
2. Researched 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. Research based and standards aligned writing
6. Building vocabulary and content knowledge

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Science strategies will be reinforced through differentiated lessons, flexible grouping, and classroom instruction. Teachers, ESE Inclusion teacher, 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**

(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.

1. Provide professional development especially focused on using progress monitoring tools to drive instruction for students. (Teachers, Administrators)
2. Monitor student progress monthly during PLCs (data chats). (Teachers, Administrators)
3. Differentiated instruction is provided to students based on data. (Teachers)
4. Feedback will be provided to teachers about student progress based on data and walkthroughs.

(Administrators)

5. Walkthroughs completed by administration. (Administrators)

6. HMH Science textbook will be used with fidelity. (Teachers)

6. Teachers will use supplemental programs such as Generation Genius, Study Island, IXL, Brain Pop, Quizziz, and Kahoot. (Teachers)

**Person Responsible:** Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

**By When:**

**#5. Positive Culture and Environment specifically relating to Other****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.

For the 2023-2024 school year we are focused on decreasing school disciplinary incidents, specifically the amount of long forms. In 2022-2023, we had 272 long forms written.

**Measurable Outcome:**

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

Reduce the total number of long forms from 272 to 200. Students who receive 3 or more long forms will be assigned an additional mentor that will submit a monthly log of mentor meetings.

**Monitoring:**

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

Mentors will submit a monthly log in our Staff Notebook. Logs will be checked by administration. Administration, PBIS Coordinator, and MTSS Coordinator will monitor progress towards goal by analyzing discipline data.

**Person responsible for monitoring outcome:**

Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

**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.)

Mentoring and PBIS interventions will be utilized with fidelity throughout the entire school year.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

**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.

1. Additional mentors will meet with students who receive 3 or more long forms for activities once per month and document. (Mentors)
2. PBIS team, MTSS Coordinator, and administration will frequently analyze data and discuss any necessary changes. (Administration)
3. Staff will increase the utilization of \$1 Osprey Wings and \$5 Class Osprey Wings. (Administration)
4. Students will have the opportunity to visit the Osprey Store at least twice per week to spend earned wings. (Teachers, Administration)
5. Teachers will submit classroom PBIS plans to the Staff Notebook for review. (Teachers, Administration)
6. School counselor will reach out to classrooms for behavior lessons and counsel identified students as needed.

7. S.O.A.R. expectations (Stay On Task, Obey Safety Rules, Act Responsibly, and Respect Others) will be displayed in classrooms and across campus.
8. Safety Patrol will provide examples on how to SOAR over morning announcements.
9. STOP (Scholastic Time-Out Program)

**Person Responsible:** Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

**By When:**

### 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).

## 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**

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

### Measurable Outcomes

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

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



**Grades K-2 Measurable Outcomes****Grades 3-5 Measurable Outcomes****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.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**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?

**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?

**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**

## 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.

The methods for dissemination of the SIP, UniSig budget 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.

**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))

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, Remind, 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.

**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)**

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, Generation Genius, STAR, Study Island Science (5th), Waggle, and Amira. Our school also created Pre-K take home activity bags with flash cards and manipulatives to help students prepare for Kindergarten.

**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))**

Not applicable at this time

### **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))**

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.

**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))**

**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).**

We utilize MTSS and our PBIS program at LPES

#### **Positive Culture and Environment**

At Lake Panasoffkee Elementary School, we strive to be better together! Our school-wide expectations are: S.O.A.R- Stay on task, Obey safety rules, Act responsibly, and Respect others

- School-wide expectation posters are in every classroom and around campus
- New students have a peer introduce them to the PBIS program
- \$1 Osprey Wings are given to classroom teachers, administrators, support staff, and bus drivers to distribute when model behaviors are noted
- \$5 Class Osprey Wings are given by administrators, music teacher, PE, media specialist, interventionists, paraprofessionals, and custodians for behavior that demonstrates going beyond what is required
- \$5 Class Osprey wings given for Perfect Attendance (no tardies)
- Students are able to visit the Osprey Store during scheduled library times (twice per week) as well as when we have Osprey Store volunteers (outside of scheduled library times) which allows them to redeem their earned Osprey Wings for prizes and special coupons

#### **Goals:**

1. Expectations, rules, and appropriate behavior are taught effectively.
2. Focused in placed on students demonstrating the desired behavior with the goal to each appropriate skills and reward appropriate behavior.
3. Data is analyzed in an effort to understand behavior.
4. Students are taught necessary skills to replace undesirable behaviors.

5. Multiple strategies are used to assist students—conferences, mentoring, student-initiated interventions, reteaching expectations, school-home communication, guidance counselor referrals, positive classroom interventions, modeling, consistency
6. School-wide activities are used to encourage appropriate behavior

Our school PBIS team will hold monthly meetings to review:

- Discipline data, referral processes, and procedures
- Use of school-wide expectations and rules
- Reward system to encourage appropriate behavior
- Effective consequences to discourage inappropriate behavior
- Pick Osprey Store Raffle Prize
- Monthly staff drawing
- Staff recognition

**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))**

Teachers and staff and provided with multiple professional development opportunities throughout the school year.

**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))**

LPES has a Kindergarten Jumpstart program over the summer. This allows parents to sign up their children so that they can become acquainted with the school atmosphere.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
<b>Total:</b>			<b>\$0.00</b>

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes