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# Lafayette Elementary School

811 E MAIN ST, Mayo, FL 32066

<https://www.lafayette.k12.fl.us/>

## School Board Approval

This plan is pending approval by the Lafayette County School Board.

## 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.

Building a community of learners.

#### Provide the school's vision statement.

To provide all students educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive productive students.

### 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
Newman, Lisa	Principal	Oversee the day-to-day operations of the school that include, but are not limited to, the instruction, safety, and the well-being of all students.
Kendrick, Amy	Assistant Principal	
Vann, Gwen	Other	
Moseley, Pam	Reading Coach	
Pearson, Connie	School Counselor	

#### 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.

Student data is evaluated by teachers and leadership and drives the development of our SIP. Our School Advisory Council is comprised of teachers, school staff, parents, and community leaders. This Council shares responsibility for guiding the school toward continuous improvement and comes together to discuss and approve the School Improvement Plan.

**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))

As progress monitoring occurs throughout the year, student data is readily available to us. We use professional learning days throughout the year to evaluate our data on the school, grade, teacher, and student levels. Our performance drives our instructional planning, our goals, and our plan for school improvement. Grade-level meetings and data chats are held throughout the year to continually evaluate the progress of students and determine the next steps for success.

Demographic Data	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Other 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>	33%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	<i>Data will be uploaded when available</i>
<b>2021-22 ESSA Identification</b>	ATSI
<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: B  2020-21: B  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	30	21	25	15	18	9	0	0	0	118
One or more suspensions	0	5	4	4	4	8	0	0	0	25
Course failure in English Language Arts (ELA)	0	0	0	11	21	20	0	0	0	52
Course failure in Math	0	0	0	6	18	11	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	17	13	14	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	11	13	15	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	7	25	13	14	0	0	0	82

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	5	9	5	0	0	0	24

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	23	19	5	1	0	0	0	0	0	48
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

**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	47	44	28	26	19	29	0	0	0	193
One or more suspensions	8	5	5	0	4	3	0	0	0	25
Course failure in ELA	0	0	0	23	17	14	0	0	0	54
Course failure in Math	0	0	0	14	5	25	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	6	5	24	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	2	8	11	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	20	20	19	0	0	0	0	0	70

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	4	1	3	11	10	17	0	0	0	46



**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	22	18	5	1	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

**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	47	44	28	26	19	29	0	0	0	193
One or more suspensions	8	5	5	0	4	3	0	0	0	25
Course failure in ELA	0	0	0	23	17	14	0	0	0	54
Course failure in Math	0	0	0	14	5	25	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	6	5	24	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	2	8	11	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	20	20	19	0	0	0	0	0	70

**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	4	1	3	11	10	17	0	0	0	46

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	22	18	5	1	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

**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.

**District and State data will be uploaded when available.**

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60			59			64		
ELA Learning Gains	62			48			63		
ELA Lowest 25th Percentile	56			29			49		
Math Achievement*	71			79			81		
Math Learning Gains	58			76			82		
Math Lowest 25th Percentile	25			62			63		
Science Achievement*	51			59			71		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	73			62			55		

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

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

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

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
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	27	Yes	1	1
ELL	60			
AMI				
ASN				
BLK	44			
HSP	49			
MUL	63			
PAC				
WHT	57			
FRL	52			

### 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	60	62	56	71	58	25	51					73
SWD	26	47	39	28	13	9	25					
ELL	55	52		71	48							73
AMI												
ASN												
BLK	18	60		53								
HSP	52	55		66	48	10	42					73
MUL	50	73		57	73							
PAC												
WHT	67	63	43	75	62	25	61					
FRL	48	59	58	61	52	25	42					71

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	59	48	29	79	76	62	59					62
SWD	17	23	14	46	68	54	29					
ELL	50	40		84	70		50					62
AMI												
ASN												
BLK	45			55								
HSP	51	43		79	64		57					62
MUL	53			67								
PAC												
WHT	62	48	17	82	79	64	61					
FRL	48	49	29	72	72	58	50					61

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	64	63	49	81	82	63	71					55
SWD	24	38	33	52	66	50	36					
ELL	42	44		69	83							55
AMI												
ASN												
BLK	15	40		54	80							
HSP	60	60	36	77	81	69	71					53
MUL												
PAC												
WHT	70	68	55	85	84	50	75					
FRL	57	56	45	74	82	65	60					57

### 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.

**School, District and State data will be uploaded when available.**

### 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.**

Reading achievement was the data component that showed the lowest performance for the 2022-2023 school year. Our overall ELA/Reading achievement was 63%. Reading achievement levels continue to be lower than math achievement levels across the district.

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

Math achievement decreased from 71% in 2021-2022 to 66% in 2022-2023. This is a trend that we have identified and are working to improve.

**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.**

5th grade Math had the greatest gap. Our achievement level was six points above the state average. We implemented looping for our 4th and 5th grades this year. The fifth-grade math students have had the same teacher for two years in a row.

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

5th grade ELA showed the most improvement from 60% in 2022 to 69% in 2023. We implemented looping for our 4th and 5th grades this year. The fifth-grade ELA students have had the same teacher for two years in a row.

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

Attendance and the number of students who scored a Level 1 on state ELA assessments or below the 10th percentile in PM1 or PM2.

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

1. Promoting collective teacher efficacy and student efficacy. This is a district-wide priority.
2. Attendance
3. Improve learning gains of bottom 25%

#### Area of Focus

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

:

**#1. Positive Culture and Environment specifically relating to 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.

We will work to promote collective teacher efficacy and student efficacy. We feel that this will improve teacher and student mindset and satisfaction, attendance, and in turn, achievement.

**Measurable Outcome:**

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

Overall attendance will improve. Last year, we had 118 students with attendance below 90%. This year we will reduce that number to 100 or less. If students feel more engaged in their classrooms, their attendance will improve.

**Monitoring:**

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

Our Guidance Counselor will monitor attendance continuously and communicate attendance issues with parents and students in a timely, consistent manner.

**Person responsible for monitoring outcome:**

Connie Pearson (cpearson@lcsbmail.net)

**Evidence-based Intervention:**

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

POWER 5 - Teacher self-efficacy and student efficacy

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Teachers' personal values drive their goals and behaviors at school. Moreover, values can support subjective well-being and an individual sense of self-efficacy. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes.

**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.

District Professional Learning

**Person Responsible:** Pam Moseley (pmoseley@lcsbmail.net)

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

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

Our students with disabilities are below the 41% threshold. This subgroup was at 27% according to 21-22 data. ESSA subgroup information for the 22-23 school year has not yet been released.

**Measurable Outcome:**

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

Increase the students with disabilities subgroup from 27% to 41%.

**Monitoring:**

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

We will use progress monitoring data through the state FAST progress monitoring as well as iReady to monitor student progress and identify areas of concern.

**Person responsible for monitoring outcome:**

Lisa Newman (lnewman@lcsbmail.net)

**Evidence-based Intervention:**

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

Small group and individual interventions will be implemented.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Research supports the effectiveness of the implementation of these strategies. Interventionists use research-based instructional strategies and resources to provide tiered instruction.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We use Title IA and Title IIA funds for professional learning for school improvement.

## 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 plan is reviewed and approved by our School Advisory Council which is comprised of parent, community, and School representatives. Anyone who is interested can join the School Advisory Council. Information to do so is listed on the homepage of our school website. The plan is also posted on our website for review by all stakeholders at <https://les.lafayette.k12.fl.us/>

**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))

LES implements many strategies to effectively communicate, build positive relationships, and encourage family involvement. Teachers send home reminders and information to parents and conference with parents when needed. Parents have access to student grades and assessment results on Skyward and the FL Family Access Portal. Letters are sent to parents after each progress monitoring period.

Students are recognized for academic achievement at school, at School Board Meetings, in the local newspaper, on the school and district websites, and at sporting events. Parents can find the school's mission and vision on the school's website along with a calendar of upcoming events and recognition of school and student success. Parents complete a survey that allows them to voice any concerns and provide input regarding LES. The data from the survey is compiled and reviewed to drive future decisions. A School Advisory Council made up of parents, community members, students, and school staff meets monthly or as needed to address concerns and provide input on improvements that can be made. The Family Engagement Plan is made publicly available on the school district website: <https://www.lafayette.k12.fl.us/Home>

**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. (ESSA 1114(b)(7)ii)**

Our school is very successful, and that is in large part due to the high expectations held by the faculty, staff, students, parents, and community. While we are proud of our accomplishments, we are always looking to identify opportunities for improvement. This year we plan to focus on promoting collective teacher efficacy and student efficacy. We feel that this will strengthen the academic program in the school and improve attendance. Improved attendance will result in students being more actively engaged in what is happening in class in real-time instead of playing catch-up to their peers. Second and fourth-grade students will participate in intervention blocks where students are grouped according to need and grade level. Teachers work closely with support personnel as a team to serve the needs of all students. This year, we will also have an Interventionist for Pre-K students.

**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))**

We hold a transition meeting for Head Start parents whose students will be entering Kindergarten in the fall.

**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))**

Refer to District's Mental Health Plan.

**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))**

Transition IEPs at the age of twelve and beyond focus on future career opportunities.

**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 follow the MTSS model provided by the state. Our MTSS Coordinator works with teachers to address problem behavior and provide early intervention.

**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))**

Professional learning is data-driven. We set up our school calendar to provide a professional learning day following each academic quarter. Teachers use this day to evaluate progress monitoring and iReady data. We conduct New Teacher Training prior to pre-planning, and our new teachers participate in the PDCP program with NEFEC. We have mentor teachers for all of our new teachers, and our Instructional Coach works closely with our new teachers. We have professional learning time scheduled throughout the school year to support our teachers.

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

We hold a transitional meeting for Head Start parents whose students will be entering Kindergarten in the fall.

## 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: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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.

No