

Lafayette District Schools

LAFAYETTE ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Lisa Newman

lnewman@lcsbmail.net

Position Title

Principal

Job Duties and Responsibilities

Oversee the day-to-day operations of the school that include, but are not limited to, the instruction, safety, and well-being of all students.

Leadership Team Member #2

Employee's Name

Amy Kendrick

akendrick@lcsbmail.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal in the day-to-day operations of the school.

Leadership Team Member #3**Employee's Name**

Gwen Vann

gvann@lcsbmail.net

Position Title

MTSS Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4**Employee's Name**

Pam Moseley

pmoseley@lcsbmail.net

Position Title

Instructional Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5**Employee's Name**

Connie Pearson

cpearson@lcsbmail.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	82	95	87	90	70	90				514
Absent 10% or more school days	12	9	7	13	9	15				65
One or more suspensions	1	1	3	3	4	12				24
Course failure in English Language Arts (ELA)	0	2	0	41	31	25				99
Course failure in Math	0	2	0	32	26	15				75
Level 1 on statewide ELA assessment	0	0	0	14	13	15				42
Level 1 on statewide Math assessment	0	0	0	10	11	8				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	1	3	12						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	4	3	5	6					24

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	4	5				13

Current Year 2025-26

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	13	12	4	2	2	0				33
Students retained two or more times	0	1	0	1	1	2				5

Prior Year (2024-25) 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	42	26	28	22	21	19				158
One or more suspensions	4	2	5	1	6	2				20
Course failure in English Language Arts (ELA)				27	37	26				90
Course failure in Math				22	35	23				80
Level 1 on statewide ELA assessment				12	23	7				42
Level 1 on statewide Math assessment				11	13	5				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	18	14	12						57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	15	3	5	7	4					34

Prior Year (2024-25) 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	3		1	13	20	14				51

Prior Year (2024-25) 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	17	9	3	1	6					36
Students retained two or more times					3	2				5

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	59	59	59	57	60	60	53
Grade 3 ELA Achievement	66	66	59	68	68	58	62	62	53
ELA Learning Gains	59	59	60	61	61	60			
ELA Lowest 25th Percentile	54	54	56	50	50	57			
Math Achievement*	74	74	64	72	72	62	61	61	59
Math Learning Gains	70	70	63	76	76	62			
Math Lowest 25th Percentile	50	50	51	58	58	52			
Science Achievement	63	63	58	68	68	57	52	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	70	63	55	55	61	56	73	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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	570
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	63%	62%	57%	59%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	48%	No		
English Language Learners	65%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	64%	No		
White Students	66%	No		
Economically Disadvantaged Students	59%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	66%	59%	54%	74%	70%	50%	63%					70%
Students With Disabilities	45%	45%	53%	53%	43%	47%	43%	53%					
English Language Learners	46%		67%		73%	72%		64%					70%
Black/African American Students	21%				57%								
Hispanic Students	55%	50%	53%		77%	75%		67%					70%
White Students	71%	77%	62%	56%	75%	67%	52%	64%					
Economically Disadvantaged Students	58%	56%	58%	46%	69%	70%	46%	58%					67%

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	59%	68%	61%	50%	72%	76%	58%	68%		55%
Students With Disabilities	33%	33%	41%	38%	39%	56%	50%	47%		
English Language Learners	52%		55%		66%	86%		45%		55%
Black/African American Students	32%		54%		53%	38%				
Hispanic Students	62%		66%	50%	74%	89%		65%		55%
White Students	62%	67%	61%	52%	73%	76%	61%	72%		
Economically Disadvantaged Students	55%	67%	57%	53%	68%	73%	64%	66%		53%

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	60%	62%			61%			52%					56%
Students With Disabilities	29%	38%			22%			13%					
English Language Learners	48%	45%			52%			64%					73%
Black/African American Students	24%				35%								
Hispanic Students	61%	62%			63%			53%					73%
White Students	64%	67%			65%			53%					
Economically Disadvantaged Students	50%	52%			50%			42%					67%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	65%	0%	57%	8%
ELA	4	68%	68%	0%	56%	12%
ELA	5	58%	58%	0%	56%	2%
Math	3	73%	73%	0%	63%	10%
Math	4	68%	68%	0%	62%	6%
Math	5	78%	78%	0%	57%	21%
Science	5	60%	60%	0%	55%	5%

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?

The area demonstrating the most significant improvement was overall ELA proficiency in grades 3–5, which increased from 59% to 66%. This growth can be attributed to the implementation of a daily, grade-level intervention and enrichment time, strategically designed to address students' specific areas of need and target key ELA skills and standards.

Lowest Performance

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

The area with the lowest performance was the learning gains of students in the bottom quartile. While overall proficiency increased, this subgroup did not demonstrate comparable growth. Supporting this population remains a priority for LES, as we continue to strengthen Tier 3 instruction to better meet their needs and improve outcomes. This subgroup will remain a key area of focus as we move into the 2025–2026 school year.

Greatest Decline

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

The most significant decline was observed in math learning gains, which dropped from 58% to 50%, representing an 8-percentage point decrease. This decline can be partially attributed to the transition to a new math teacher for the 2024-2025 school year, which may have impacted student progress.

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.

The most significant positive gap was observed in 5th-grade math, where LES achieved a proficiency rate of 77%, compared to the state average of 57%. This success is attributed in part to a highly experienced and effective 5th-grade math teacher who looped with her students from 4th to 5th grade, providing continuity and targeted instruction.

EWS Areas of Concern

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

Attendance continues to be an area of concern. Although overall attendance has improved compared to the previous year, there is still significant room for growth. In the 2024–2025 school year, 65 students in grades K–5 were chronically absent, missing more than 10% of the school year.

Highest Priorities

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

1. Improving the ELA performance of the Black/African American subgroup
2. Improving attendance
3. Learning gains of the bottom quartile in reading and math
4. Increasing second-grade ELA/Reading proficiency

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 required by RAISE (specific questions)

Area of Focus Description and Rationale

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.

Our focus is on second-grade ELA/Reading, as less than 50% of last year's second-grade students achieved proficiency on the PM3 assessment.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will collaborate with the Instructional Coach to ensure instruction is both standards-based and rigorous. Weekly Second-Grade Strategy Sessions will provide dedicated time for teachers to plan and align instruction with these expectations.

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

NA

Grades K-2: Measurable Outcome(s)

Second-Grade proficiency levels will increase from 46% to 60% on PM3 in the 2025-2026 school year.

Grades 3-5: Measurable Outcome(s)

NA

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In addition to weekly strategy sessions, the Instructional Coach and Administrators will conduct regular walkthroughs. Data team meetings will also be held regularly to analyze student performance and identify areas requiring targeted support and improvement.

Person responsible for monitoring outcome

Lisa Newman, Pam Moseley, Gwen Vann

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

i-Ready Reading Diagnostics and Standards Mastery assessments will serve as progress monitoring tools. Results will be reviewed during data chats to inform instruction. The Instructional Coach will support teachers in using this data to plan instruction and targeted interventions during weekly second-grade strategy sessions.

Rationale:

i-Ready holds a strong ESSA Tier 1 evidence rating and is a research-based tool proven effective in identifying students' strengths and areas for growth.

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

Action Step #1

Second-Grade Strategy Session

Person Monitoring:

Instructional Coach and Principal

By When/Frequency:

Weekly

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

Teachers will collaborate with the Instructional Coach to ensure that instruction is both standards-aligned and rigorous. Weekly second-grade strategy sessions will be held to provide dedicated time for instructional planning that meets these expectations.

Action Step #2

iReady Standards Mastery Assessments

Person Monitoring:

Principal, Assistant Principal, and Instructional Coach

By When/Frequency:

Weekly

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

As teachers complete instruction on a benchmark, they will administer the Standards Mastery assessment to evaluate student mastery. Instructional decisions will be guided by the resulting data to ensure targeted and effective next steps.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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.

ESSA data indicated that Black/African American students (BLK) performed at 39%, falling below the 41% threshold. Within this subgroup, math achievement was 57%, while ELA achievement was significantly lower at 21%. A substantial number of these students are also represented in the bottom quartile and/or the students with disabilities subgroup. As we work to improve learning gains among our bottom quartile, we are also placing a focused emphasis on supporting academic growth within the Black/African American student population.

Measurable Outcome

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.

Through targeted instruction and intervention in reading classes, we plan to improve the ELA learning gains of the bottom quartile by ten overall percentage points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress Monitoring and formative assessment data will be used to monitor student progress and inform instructional focus. Students in the bottom quartile will receive focused support in intervention classes. We will continue to employ a standards-based focus for the 2025-2026 school year.

Person responsible for monitoring outcome

Lisa Newman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Small group and individual interventions will be used for instruction.

Rationale:

Interventionists use research-based strategies and resources to improve student performance.

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

Action Step #1

Data Chats

Person Monitoring:

Principal and MTSS Coordinator

By When/Frequency:

Quarterly

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

A quarterly schedule for data chats will be established to review student performance using the most recent state progress monitoring and iReady data. The insights gained will inform and guide instructional planning and delivery.

Action Step #2

WIN Time

Person Monitoring:

Principal

By When/Frequency:

Monthly

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

Students will be grouped based on data that identifies their specific instructional needs. Targeted daily instruction will be delivered during a grade-level intervention and enrichment period, focusing on the development of specific ELA skills and standards tailored to each group's needs.

IV. Positive Learning 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.

LES had 65 students absent more than 10% of the 2024-2025 school year. Attendance is foundational to academic success at every level. Students who attend school regularly benefit from continuous access to instruction and intervention, stronger teacher-student relationships, timely identification of academic and social-emotional needs, and better academic outcomes and

engagement.

High absenteeism disrupts learning continuity, limits participation in group work and enrichment, and widens the achievement gap, particularly for vulnerable populations such as ESE, ELL, and economically disadvantaged students.

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.

For the 2025-2026 school year, attendance will improve. The number of students absent for more than 10% of the school year will be reduced from 12% to 9%.

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.

Our Guidance Counselor and Data Clerk monitor attendance and contact parents when a student reaches 4, 7, and 10 unexcused absences.

Person responsible for monitoring outcome

Lisa Newman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Check and Connect Intervention Program

Rationale:

Check & Connect is a structured mentoring and student engagement intervention that targets students with poor attendance, academic performance, and behavioral issues. It pairs students with a staff member who monitors attendance, behavior, and course performance regularly, while also engaging families and providing problem-solving support.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Weekly attendance reviews and contact

Person Monitoring:

Connie Pearson

By When/Frequency:

Weekly

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

Attendance will be monitored each week. Parents of students with 4, 7, and 10 absences will be contacted to check on the student and reiterate the attendance policy.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 parents, 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/>

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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. ParentSquare will be utilized district-wide for effective parent communication. Parents have access to student grades and assessment results on Skyward and the FL Family Access Portal. 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, comprised 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>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 will continue to focus on grade-level intervention/enrichment time for all students. Teachers work closely with support personnel as a team to serve the needs of all students.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We hold a transition meeting for Head Start parents whose students will be entering Kindergarten in the fall. We partner with the local Boys and Girls Club to help students achieve success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Refer to District's Mental Health Plan.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning is data-driven. We set up our school calendar to provide professional learning days throughout the school year. 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 PDGP 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.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Resource needs are prioritized based on student data. We begin by clearly defining student learning objectives and how resources will support them. We gather data on student achievement, resource utilization, and feedback from stakeholders. Next, we analyze this information to identify correlations between resource use and student outcomes, as well as any resource gaps. We involve teachers and staff in the process to get their perspective. We continuously monitor resource utilization and student outcomes, making data-driven adjustments to optimize the impact of the resource. By focusing on equity, sustainability, collaboration, and data, we can effectively ensure resources align with student needs and drive improved outcomes.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will continue to monitor student progress and adjust instruction based on progress monitoring data. Students in the bottom quartile will receive focused instructional support.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00