

Orange County Public Schools

Lake Weston Elementary



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

<https://lakewestones.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	F	D	F	D*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and community.

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Leslie, James	Principal
Brooke, Nicole	Other
Howard, Carl	Administrative Support
Lemon-Brookins, Shayana	Assistant Principal
Ayala, Lauren	Other
Diaz, Edgardo	Instructional Coach
Harris, Pauline	Instructional Coach
Hejtmanek, Heather	Other
Knickerbocker, Courtney	Instructional Coach
Rodriguez, Maria	Instructional Coach
Scheff, Jessica	Instructional Media
Szymanski, Kelly	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The role of the principal and assistant principal is to oversee the school and the resources within the school so as to achieve the Vision, Mission, and Strategic goals of the District Strategic Plan. As instructional leaders, the principal and the assistant principal communicate the vision for academic success for students based on high standards and rigorous instruction. The principal and assistant principal monitor effective implementation of standards-based instruction, provide effective actionable feedback, and engages all stakeholders in the data analysis process to inform decisions.

In the capacity of instructional support, the reading resource teacher, math resource teacher, science coach and instructional coach facilitate the planning process, model lessons, and work in collaboration with classroom teachers to implement instructional strategies and techniques that enhance student learning.

Roles and responsibilities will be as follows:

*Principal (Leslie) - monitor student achievement and instructional delivery of the standards and data trends, provide vision and strategic focus for all stakeholders to improve student achievement,

provide actionable feedback to instructional staff on lesson planning and delivery, provide support and opportunities for staff professional growth, collaborate with district and community members to facilitate the use of resources and monitor the allocation of resources.

*Assistant Principal (Lemon-Brookins) - work with principal to develop and facilitate school initiatives, monitor student achievement and instructional delivery of the standards, conduct coaching and evaluative observations, provide effective actionable feedback that promotes teacher growth and expertise, and facilitate discussions focused on progress monitoring data.

*Staffing Specialist (Howard) - monitor proper staffing and adherence to the goals of a student's IEP, works with appropriate district personnel, school-based administration, reading intervention teachers, and classroom teachers to ensure the IEP plans are implemented based on student needs, facilitates meetings focused on ensuring students receive services necessary for their growth and improvement.

*Media Specialist (Scheff) - promote literacy school-wide.

*Instructional Coach (Rodriguez) - provide coaching support based on implementation of standards-based instruction and instructional strategies, organize and lead our new teacher induction program, assist with the development of professional learning opportunities.

*Math Coach (Diaz) - provide coaching support and professional learning on lesson planning and instructional delivery, analyze achievement data and support instructional shifts, assist with the organization of math curriculum events, facilitate math common planning sessions, support teachers in developing center activities and small group lessons.

*Science Coach (Harris) - provide coaching support and professional learning on lesson planning and instructional delivery, analyze achievement data and support instructional shifts, assist with the organization of science curriculum events, facilitate science common planning sessions, support teachers in developing science activities.

*Reading Specialist (Knickerbocker) - provide coaching support and professional learning on lesson planning and instructional delivery, analyze achievement data and support instructional shifts, assist with the organization of ELA curriculum events, facilitate ELA common planning sessions, support teachers in developing center activities and small group lessons.

*Interventionists (Ayala & Szymanski) - provide small group support to students who are not meeting proficiency with grade level standards, analyze achievement data, support with MTSS procedures

All members of the leadership team meet regularly to discuss implementation of school-wide procedures and initiatives.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	25	34	21	23	20	16	0	0	0	0	0	0	0	139
One or more suspensions	3	21	15	20	15	26	0	0	0	0	0	0	0	100
Course failure in ELA or Math	17	19	18	21	0	9	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	38	36	61	0	0	0	0	0	0	0	135

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	20	10	31	23	31	0	0	0	0	0	0	0	123

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Thursday 9/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	35	29	23	27	30	29	0	0	0	0	0	0	0	173
One or more suspensions	1	5	7	17	17	19	0	0	0	0	0	0	0	66
Course failure in ELA or Math	5	14	14	23	16	26	0	0	0	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	34	56	53	0	0	0	0	0	0	0	143

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	6	9	26	32	35	0	0	0	0	0	0	0	112

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	35	29	23	27	30	29	0	0	0	0	0	0	0	173
One or more suspensions	1	5	7	17	17	19	0	0	0	0	0	0	0	66
Course failure in ELA or Math	5	14	14	23	16	26	0	0	0	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	34	56	53	0	0	0	0	0	0	0	143

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	6	9	26	32	35	0	0	0	0	0	0	0	112

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data component was the math proficiency of our lowest 25% (22% proficient). Science was the lowest data component in the previous year.

Which data component showed the greatest decline from prior year?

Our greatest decline was in math proficiency of the lowest 25% and learning gains in math for all students. Our overall math achievement decreased by 8%, learning gains decreased by 18%, and learning gains for the lowest 25% decreased 21%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was our math achievement. The state proficiency averages were 62% for 3rd and 4th grades, and 61% for 5th grade. Lake Weston's averages were 40% for 3rd (22% below); 38% for fourth (24% below); and 14% for fifth (47% below).

Which data component showed the most improvement? Is this a trend?

Cumulatively speaking, Lake Weston did not improve in any subject area during the 2017-2018 school year. This would not be considered a trend as Lake Weston improved in every area during the 2016-2017 school year.

Describe the actions or changes that led to the improvement in this area.

No improvement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	56%	56%	29%	53%	52%
ELA Learning Gains	37%	55%	55%	26%	52%	52%
ELA Lowest 25th Percentile	38%	48%	48%	15%	42%	46%
Math Achievement	30%	63%	62%	26%	56%	58%
Math Learning Gains	29%	57%	59%	24%	54%	58%
Math Lowest 25th Percentile	22%	46%	47%	22%	41%	46%
Science Achievement	29%	55%	55%	22%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (35)	34 (29)	21 (23)	23 (27)	20 (30)	16 (29)	139 (173)
One or more suspensions	3 (1)	21 (5)	15 (7)	20 (17)	15 (17)	26 (19)	100 (66)
Course failure in ELA or Math	17 (5)	19 (14)	18 (14)	21 (23)	0 (16)	9 (26)	84 (98)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	38 (34)	36 (56)	61 (53)	135 (143)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	55%	-22%	57%	-24%
	2017	41%	57%	-16%	58%	-17%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	32%	54%	-22%	56%	-24%
	2017	28%	57%	-29%	56%	-28%
Same Grade Comparison		4%				
Cohort Comparison		-9%				
05	2018	24%	55%	-31%	55%	-31%
	2017	21%	51%	-30%	53%	-32%
Same Grade Comparison		3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	61%	-21%	62%	-22%
	2017	45%	63%	-18%	62%	-17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	38%	62%	-24%	62%	-24%
	2017	35%	64%	-29%	64%	-29%
Same Grade Comparison		3%				
Cohort Comparison		-7%				
05	2018	14%	59%	-45%	61%	-47%
	2017	29%	56%	-27%	57%	-28%
Same Grade Comparison		-15%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	53%	-26%	55%	-28%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	12	27	29	6	9	13	13				
ELL	26	32	25	38	45	27	20				
BLK	26	33	38	27	26	21	20				
HSP	34	39	25	35	35	20	46				
WHT	38			31							
FRL	29	36	38	29	31	23	29				
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	15	26	23	14	32	42					
ELL	20	43	47	29	46	64					
BLK	28	39	38	37	40	28	32				
HSP	35	47	50	43	57	53	14				
WHT	36			29							
FRL	32	44	44	40	47	41	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Lowest 25%
Rationale	This area of focus was selected as 22% of Lake Weston's lowest 25% made learning gains in the 17-18 school year, which declined from 43% in the 16-17 school year.
Intended Outcome	The intended outcome is to increase the number of students in our lowest 25% making a learning gain on the Math portion of the 2019 Florida Standards Assessment.
Point Person	Edgardo Diaz (edgardo.diaz@ocps.net)
Action Step	
	<p>1. Lake Weston will offer a new Saturday school program with a focus on STEM. This program will provide students with exposure to upcoming math and science standards through labs and active, engaging learning experiences.</p> <p>2. A new principal has been assigned to the school. The majority of teachers in 3rd - 5th grades are new to the grade level or new to the school. New staff have been hired to provide additional math support: a Math Coach which will support all grade levels, and two interventionists that will support 4th and 5th grades. The school will also receive support through the School Transformation Office, which provides a Senior Administrator and Math Coach who will be here weekly to support math planning and instruction that is aligned to the standards.</p>
Description	<p>2. Math interventions will be provided 3 days per week. The math interventions will focus on reteaching standards that students did not master and provide enrichment opportunities for students who met proficiency on their common assessment.</p> <p>3. Ongoing individual and grade level data discussion meetings will occur. During these meetings teachers will analyze common assessment and iReady data and determine which standard(s) and/or skills need reteaching. The information from the data analysis will be used to inform planning for interventions.</p> <p>4. Professional development (Instructional Framework overview, ongoing element studies, and standards-based planning) will be provided to instructional staff on the use of high-yield instructional strategies in order to improve pedagogical practices and planning for standards-based instruction in math.</p>
Person Responsible	Shayana Lemon-Brookins (shayana.lemon-brookins@ocps.net)
Plan to Monitor Effectiveness	
Description	i-Ready diagnostic exams will be monitored to evaluate student growth (fall, winter and spring) and common assessment scores will be monitored to measure student mastery of standards. Data will also be collected during after school tutoring sessions to monitor student mastery of the math standards.
Person Responsible	James Leslie (james.leslie@ocps.net)

Activity #2

Title	ELA Proficiency and Learning Gains
Rationale	This area of focus was selected as Lake Weston's overall ELA proficiency scores declined from 32% in 16-17 school year to 30% during the 17-18 school year, learning gains decreased 7 points and learning gains for the bottom 25% decreased 9 points. .
Intended Outcome	The intended outcome is to increase student proficiency and learning gains on the 2019 Florida Standards Assessment.
Point Person	Courtney Knickerbocker (courtney.knickerbocker@ocps.net)

Action Step

Description	<ol style="list-style-type: none">1. Lake Weston will continue to implement the District Professional Learning Community initiative which has focused on student utilization of close reading strategies and complex text to enhance reading proficiency. Teachers will continue to participate in a continuum of district-wide professional development activities which are intended to help increase their efficacy in promoting literacy and student proficiency.2. A new principal has been assigned to Lake Weston. The majority of teachers in 3rd - 5th grades are new to the grade level or new to Lake Weston. We have added two new intervention teachers. These individuals will be responsible for working with students in small group settings to offer support and address reading deficits. Lake Weston will also receive support from the School Transformation Office, which will include a Senior Administrator and Reading Coach that will be here weekly to provide support with planning and delivering standards based instruction.3. An additional hour of instruction has been added to Lake Weston's daily schedule. This additional hour will focus on providing targeted reading instruction to all students in both standards and foundational skills. ELA interventions will also be provided daily. The ELA interventions will focus on reteaching standards that students did not master and provide enrichment opportunities for students who met proficiency on their common assessment.4. ELA common planning meetings will have an explicit focus on planning instruction aligned to the grade level standard. During these meetings teachers will analyze the assessment limits, text types and task demands of the ELA test item specifications to ensure that instruction meets the full extent of the grade level standards.5. Ongoing individual and grade level data discussion meetings will occur. During these meetings teachers will analyze common assessment and/or iReady data and determine which standard(s) need reteaching. The information from the data analysis will be used to inform planning for interventions.6. Professional development (Instructional Framework overview, ongoing element studies, and standards-based planning) will be provided to instructional staff on the use of high-yield instructional strategies in order to improve pedagogical practices and planning for standards-based instruction in ELA.
--------------------	--

Person Responsible	Shayana Lemon-Brookins (shayana.lemon-brookins@ocps.net)
---------------------------	--

Plan to Monitor Effectiveness

Description i-Ready diagnostic exams will be monitored to evaluate student growth (fall, winter and spring). Additionally common assessment scores will be monitored to measure student mastery of standards.

Person Responsible James Leslie (james.leslie@ocps.net)

Activity #3

Title Cultural Responsiveness

Rationale To increase student achievement by creating an academic environment that recognizes and celebrates diversity.

Intended Outcome The intended outcome is to create and support a school environment that is safe, nurturing, and child-centered.

Point Person Shayana Lemon-Brookins (shayana.lemon-brookins@ocps.net)

Action Step

Description Lake Weston will create a committee that is focused on cultural awareness. This committee will work to encourage parental involvement from all cultures; and celebrate diversity and multiculturalism through a variety of school programs and functions.

Person Responsible James Leslie (james.leslie@ocps.net)

Plan to Monitor Effectiveness

- Description**
1. Assign and administrative lead to monitor and oversee MAO initiatives.
 2. Members of the leadership team will include activities during PD sessions throughout the year that will focus on creating an awareness of cultural bias.
 3. Conduct a privilege walk activity to allow all participants to explore and reflect on their own experiences and how they impact their own bias.

Person Responsible James Leslie (james.leslie@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Lake Weston Elementary School develops family and community partnerships through numerous activities and initiatives. The Parent Engagement Liaison (PEL) will be responsible for coordinating all community-school events such as curriculum nights, awards ceremonies, ALPHA Family Fun Night. The role of the PEL is to further increase family involvement by working to remove barriers that prohibit families from engaging in school events at Lake Weston Elementary. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable

to reach the school for events and providing translation for families who are not yet able to communicate in English.

Lake Weston also has an established relationship with the Neighborhood Center for Families (NCF). This relationship is well established as it has been in existence for a number of years. The NCF is an agency

supporting the local community. Lake Weston Elementary will continue to work in a collaborative manner with the NCF to ensure that the needs of students and families are met. Services offered include food and

clothing assistance, parenting classes, and employment assistance. NCF also partially funds a resource teacher who helps to increase literacy for third grade students.

A collaborative relationship has also been developed with Aspire, which is an organization who provides multiple levels of service for Lake Weston including in-class tutoring and therapeutic counseling services for the student population.

Through the efforts of Partners in Education / Community Involvement committee, Lake Weston has established relationships with a variety of business and service entities. This list of partners include The Maitland Rotary, Chick fil'A, Costco, The Neighborhood Center for Families and the Community Health Centers.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Lake Weston Elementary hosts the Neighborhood Centers for Families program. Lake Weston and NCF work collaboratively to promote healthy lifestyle programs, resiliency, and self-sufficiency for students and their families. The NCF also provides food and clothing to families and assists in the referral process to outside agencies for additional services. In addition to the NCF, Lake Weston hosts the ALPHA program providing character education lessons to students in grades kindergarten through 3rd grade as well as individual counseling to students on an individual basis. For students in the 4th and 5th grade, Lake Weston provides referrals to outside agencies where counseling can be provided to students at school and in the home environment. Lake Weston also has a full-time Licensed Practical Nurse and a part time Nurse Practitioner who can provide physicals and prescriptions for certain medical needs. As part of Lake Weston's effort to provide comprehensive medical care, Lake Weston is host to the dental van for all 1st and 2nd grade students without dental insurance. Additionally, Lake Weston is partnering with the University of Central Florida (UCF) to institute a behavior "cool down" room. This room will be staffed with students who are majoring in education at UCF that will work with children who are experiencing moments of difficulty. This endeavor is a measure that is designed to prevent behavior from escalating into situations that may require disciplinary measures that are punitive in nature, and could possibly result in the students missing class time. While in the cool down room, UCF students will use research-based methods to help students deescalate and return to a frame of mind that will promote success in the academic environment. Lake Weston works collaboratively with the assigned school social worker to address truancy, homelessness and outside agency support for families in need.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Lake Weston Elementary is cognizant of the importance of preparing students for transition from one school level to another. At the elementary level there is the transition from Pre-K to Kindergarten and from elementary school to middle school. In May of each school year, the Lake Weston Pre-K class tours the Kindergarten classrooms of Lake Weston Elementary. The objective of the tour is to provide students with an opportunity to interact with Kindergarten teachers and the Kindergarten classroom setting as they prepare to soon transition to the regular elementary school setting. When registering a child for Pre-Kindergarten and Kindergarten at Lake Weston Elementary, parents are welcomed with the opportunity

to schedule a visit to the Pre-Kindergarten and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified Pre-Kindergarten and Kindergarten teachers. Parents are also encouraged to bring their child to the meet the teacher event during teacher pre-planning week as well as participate in Kindergarten open house during the school-wide Open House occurring in September. Additionally, throughout the school year, 5th grade students are exposed to activities that prepare them for the transition to middle school. Finally, each spring, the school partners with the feeder school and invites the 6th grade administrators and deans to the school campus for an informal orientation. After the orientation, students are then scheduled for visits at their feeder pattern middle school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Lake Weston administration and leadership team play a vital and prominent role in meeting the needs of all students and maximizing outcomes. The driving force behind meeting the needs of all learners is the Multi-Tier Support Systems (MTSS) process. As a member of the leadership team, the principal and assistant principal provide direction for the problem solving process by reviewing adherence to the process in the capacity of classroom observations, informal classroom visits, data meetings, and formal MTSS meetings with appropriate personnel. The instructional support coaches, including the curriculum resource teacher, reading specialist, math coach, science coach, and instructional coach, provide guidance through the process of coaching teachers on the implementation and use of high-yield strategies, identification of appropriate curriculum and intervention materials and resources. The staffing specialist supports teachers during data meetings in the identification of students needing Tier II and III interventions. The assigned school psychologist will work collaboratively with the staffing specialist in providing expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings and assisting in the creation of MTSS academic and behavior action/support plans. The school psychologist will also provide guidance to the teachers in the process of collecting and analyzing data and using the data to make data-driven decisions regarding appropriate strategies and interventions for identified students. When deemed necessary, based on data, the school psychologist will initiate and complete the required psychological and aptitude assessment.

Lake Weston's parent engagement liaison will work with Lake Weston's school administration to ensure that available school resources are appropriately disseminated to meet the needs of students and families. The PEL will maintain an open line of communication with both the families of Lake Weston and school leadership.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Lake Weston participates in Teach-in and Junior Achievement. During Teach-In, Lake Weston brings in outside businesses, partners and civic organizations to expose students in a meaningful and engaging environment to careers in the business and technical fields and how endeavors can be reached through academic studies. As part of Junior Achievement, University of Central Florida students volunteer in the school to deliver developmentally appropriate lessons in order to support college readiness. In support of college and career readiness, Lake Weston hosts College Spirit Day the first Friday of each month as well as posting a public display of university diplomas.

Part V: Budget

Orange - 0651 - Lake Weston Elementary - 2018-19 SIP
Lake Weston Elementary

Total:	\$253,250.00
---------------	---------------------