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Lakeview Elementary School

7299 HAND RD, Sarasota, FL 34241

www.sarasotacountyschools.net/lakeview

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 KG-5	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

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

School Board Approval

This plan is pending approval by the Sarasota 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.

Lakeview Elementary School provides students with a challenging curriculum in a nurturing environment, preparing them for a lifetime of decision making and future success.

Provide the school's vision statement.

The Lakeview Elementary School community believes learning occurs in a safe, positive, and respectful environment. Our dedication to interactive, individualized, lifelong learning empowers students to lead successful lives and confidently face the challenges of tomorrow.

School Leadership Team

Membership

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

Name	Title
Wheatley, Lisa	Principal
Kahler, Jennifer	Assistant Principal
Brown, Kris	Other
Wink, Megan	Teacher, K-12
Veldkamp, Debra	School Counselor
Nadeau, Kacie	Teacher, K-12

Duties

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

Principal:

1. Provides a vision for academic success for all students that is communicated to all stake holders.
2. Ensures that all students are receiving a high quality education.
2. Ensures the implementation of Multi-Tiered System of Supports, including the monitoring the fidelity of intervention support and documentation.
4. Cultivates leadership in others by encouraging staff members to assume leadership roles.
5. Completes multiple observations of instructional staff providing feedback to ensure high quality education.
6. Provides and encourages continual professional learning that is research based and targeted to meet the needs of the students served.

Assistant Principal:

1. Provides staff with information and resources to support standards-based instruction.
2. Participates in the collection, distribution and analyzing of school-wide student data.
3. Assists with school-wide progress monitoring.
4. Collaborates with instructional staff to implement Multi-tiered System of Supports, including the monitoring of

fidelity of intervention support and documentation.

5. Completes multiple observations of instructional staff providing feedback to ensure high quality education.

Counselor/ESE Liaison/ELL Liaison:

1. Collaborates with instructional staff to implement Multi-tiered System of Supports, including the monitoring of fidelity of intervention support and documentation.

2. Assist instructional staff to guide students with academic, emotional, and behavioral growth.

3. Collaborates with instructional staff including best instructional practices, resources, accommodations/modifications, as to best meet the needs of differently-abled learners.

4. Maintain 504/ESE/ELL documentation and communicate roles and responsibilities to staff members

in compliance with applicable legislation, policies, and procedures.

Teacher Leader:

1. Will serve as instructional specialist to promote colleagues implementation of effective teaching strategies.

2. Communicate content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout the school.

3. Serves as curricular committee chairperson to maximize the capacity of the school in order to achieve instructional goals.

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	14	6	5	8	11	9	0	0	0	0	0	0	0	53
One or more suspensions	2	0	3	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	10	8	0	0	0	0	0	0	0	29

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	1	0	0	3	2	1	0	0	0	0	0	0	0	7

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	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	2	0	0	3	0	0	0	0	0	0	0	0	0	5

Date this data was collected

Sunday 9/30/2018

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	11	6	9	10	9	4	0	0	0	0	0	0	0	49
One or more suspensions	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	10	4	0	0	0	0	0	0	0	25

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	0	0	0	4	1	1	0	0	0	0	0	0	0	6

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	11	6	9	10	9	4	0	0	0	0	0	0	0	49
One or more suspensions	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	10	4	0	0	0	0	0	0	0	25

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	0	0	0	4	1	1	0	0	0	0	0	0	0	6

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?

The data component that performed the lowest was the percent of students in our Lowest 25% making learning gains (54%.) This has been a trend in that this has been our lowest performing school grade component for the last three years (2016 -60%; 2017 - 67%; 2018 - 58%.)

Which data component showed the greatest decline from prior year?

The greatest decline (-13%) was found in the percent of students in our Lowest 25% making learning gains (54%.)

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

The number of students performing at a proficiency level or higher in Science demonstrated the largest gap compared to the state average with 91% of Lakeview students demonstrating proficiency or higher at 91%, compared to the state average of 55%, a 36 percentage point difference.

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

The greatest improvement was found in Math with the percent of students in the lowest quartile making learning gains, with an increase of 5 percentage points (2017 - 76%; 2018 - 81%.) For the past two years, Lakeview Elementary School demonstrated a 5 percentage point increase in this data component (2016 - 71%, 2017-76%; 2018 - 81%.)

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

The primary action that led to the improvement in the percent of students in the lowest quartile making learning gains was the efforts and collaboration of teachers through the Maximizing Math Mentality professional development opportunity. Through these training and collaborative efforts, teachers increased their focus on effective teaching strategies to engage students in meaningful learning, promoting their ability to make sense of mathematical ideas, as well as reasoning mathematically. This professional development opportunity was purposeful, powerful, and intensive. Teachers participated in two full days of training focused on the components of an effective math lesson, best practices, and resources to support standards based instruction. Teachers were provided with time to plan as a team with intentionality, for an lesson that would be observed by the team during future Math Rounds. Teachers were also provided with two half days to Math Round, which consisted of visiting a peer teacher's classroom to focus on the key components of instruction such as open ended problem solving, engagement in math talk, multiple representations for strategies, and questioning to elicit deeper understanding.

Another key factor that led to improvement in this area was the departmentalization of content areas. At each grade level, grades 3-5, teachers assume full responsibility for instruction in the area of Math and Science or English Language Arts and Social Studies. The departmentalization model allows for teachers to become experts in their content area providing rich, engaging learning experiences for all students while providing immediate intensive intervention to those students needing additional support.

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	79%	66%	56%	81%	65%	52%
ELA Learning Gains	70%	57%	55%	62%	54%	52%
ELA Lowest 25th Percentile	54%	46%	48%	60%	49%	46%
Math Achievement	90%	72%	62%	88%	70%	58%
Math Learning Gains	85%	63%	59%	89%	66%	58%
Math Lowest 25th Percentile	81%	51%	47%	71%	50%	46%
Science Achievement	91%	66%	55%	88%	64%	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	14 (11)	6 (6)	5 (9)	8 (10)	11 (9)	9 (4)	53 (49)
One or more suspensions	2 (0)	0 (1)	3 (0)	0 (4)	0 (0)	0 (0)	5 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (11)	10 (10)	8 (4)	29 (25)

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	75%	68%	7%	57%	18%
	2017	80%	71%	9%	58%	22%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	79%	67%	12%	56%	23%
	2017	76%	69%	7%	56%	20%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
05	2018	78%	66%	12%	55%	23%
	2017	87%	66%	21%	53%	34%
Same Grade Comparison		-9%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	85%	72%	13%	62%	23%
	2017	83%	71%	12%	62%	21%
Same Grade Comparison		2%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	87%	71%	16%	62%	25%
	2017	87%	73%	14%	64%	23%
Same Grade Comparison		0%				
Cohort Comparison		4%				
05	2018	93%	72%	21%	61%	32%
	2017	94%	70%	24%	57%	37%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	88%	67%	21%	55%	33%
	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	27	42	32	48	69	72	80				
ELL	58	58		58	92						
HSP	77	72		85	80		83				
MUL	60			90							
WHT	79	69	58	90	86	83	91				
FRL	71	62	41	81	85	73	84				

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	41	71	69	56	77	68	68				
ELL	36			55							
HSP	71	77		79	77		77				
MUL	86	82		86	82						
WHT	83	76	63	90	86	80	91				
FRL	71	74	69	80	80	73	85				

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	English Language Arts - Learning Gains of the Lowest 25%
Rationale	FSA ELA data indicates learning gains of our lowest 25% is our most urgent area of focus. There was a 13 percentage point decrease in the number of our bottom quartile students demonstrating learning gains. A specific focus will be on our current 5th grade bottom quartile students, as in 2017-1018, 34% of these students demonstrated learning gains. An additional focus will be on our SWD, where as 36% of ESE students made learning gains.
Intended Outcome	By the end of the 2018-2019 school year, a minimum of 58% percent of the lowest quartile students will be successful in making learning gains as demonstrated on the FSA ELA assessment.
Point Person	Lisa Wheatley (lisa.wheatley@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Planning days will be made available to all teachers to analyze iReady data focusing on specific areas of deficit in order to develop instructional groups, review resources to assist in intervention efforts, and create progress monitoring assessments and data collection tools. 2. Contract services to provide 5th grade teachers with 30 minutes daily of time to provide interventions to lowest quartile students beginning in September. Contracted services of this nature will be provided to all grade level teachers beginning in January. 3. Professional development on high yield strategies to meet the needs of all students, with a specific focus of lowest quartile students. Professional development areas include: iReady, Reading Recovery Strategies, and Effective Literacy Elements. 4. Students in the lowest quartile including SWD will be matched with a mentor and/or community volunteer to provide additional support and motivation. 5. Implement ESE inclusion model, this includes the support of an ESE teacher during each of the core content instructional blocks. Additionally, an ESE paraprofessional provides additional support throughout the day. <p>2. ESE and General Education teachers will be provided with planning days to collaborate and plan to meet the specific needs of students. This endeavor will be in partnership with the Florida Inclusion Network.</p>
Person Responsible	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. The school-based leadership team will meet on a weekly basis to review existing data, analyze progress monitoring data, discuss observation trends, and to identify areas and/or students in need of additional support. 2. Weekly Collaborative Planning Team minutes will be reviewed by administration. 3. Ongoing and frequent observation of classrooms by administration to monitor implementation and fidelity of instruction and interventions. 4. Lesson plans will be reviewed by administration during observations to review the

planning process, resources utilized, and implementation of strategies used to meet the needs of our lowest quartile students.

5. Data chats will be held multiple times a year to discuss iReady, Benchmark, and progress monitoring data. Data will be reviewed to identify the present levels of performance of students focusing on meeting grade level expectation, making expected growth and intervention and/or enrichment needs.

Person Responsible Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Activity #2	
Title	Attendance
Rationale	44 student students were identified as having a Moderate Chronic or Severe Chronic attendance status. Of those 44 students, 86% were considered Moderate Chronic (10-19%), whereas 14% were classified as Severe Chronic.
Intended Outcome	Our intended outcome is to reduce the number of student identified as having a Moderate or Severe Chronic status by 10%, bringing the number of students to 39 or less.
Point Person	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Action Step

1. A school-wide campaign promoting good attendance will be ongoing throughout the school year. The campaign will encompass an Attendance Awareness poster contest sponsored by the Campaign for Grade Level Reading, Strive for (less than) 5 messaging, and weekly segments on the Lakeview News Network promoting good attendance habits.
2. Minimum of Monthly meeting with the school based Attendance Task Force consisting of the Assistant Principal, Guidance Counselor, ESE/ELL Liaison, and Truancy Officer. Meetings will include review of students specific data, as well as school-wide data. Proactive school-wide initiatives will also be a result of these meetings.
3. MTSS meetings will be held on a weekly basis to discuss students with attendance concerns, interventions, and progress monitoring data.
4. Communications will be made with families of those students who were designated as Moderate or Severe Chronically absent. Communications will reinforce the importance of good attendance habits as well as offer support to address the specific needs of our students.
5. The Guidance Counselor will conduct weekly check-in/conferences with students who demonstrate deficiencies in the area of attendance.
6. A Wellness Committee has been established. This committee will explore wellness as it relates to the foods serve at Lakeview, fitness, birthday celebration alternatives, and nutrition education. This endeavor will include Food and Nutrition Services as well as community partners.
7. Lakeview Elementary School will host All Pro-Dads in conjunction with community partners. Through this endeavor of strengthening the Child-Family-School-Community bond and an emphasis will be placed on wellness and good attendance habits.
8. Students who were designated Severe Chronic during the 2017-2018 school year will be assigned a mentor. Mentors will serve as a person they can check in with daily, progress monitor attendance together, and promote positive attendance habits.

Person Responsible	Debra Veldkamp (debra.veldkamp@sarasotacountyschools.net)
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Plan to Monitor Effectiveness

- | | |
|--------------------|--|
| Description | 1. The guidance counselor in conjunction with the classroom teacher will monitor the daily attendance of all students. |
|--------------------|--|

2. The school-based Attendance Task Force will analyze attendance data to identify patterns of non-attendance and create interventions/incentives to address patterns identified.

3. Weekly attendance check-ins/conferences will allow for progress monitoring of those students with attendance concerns during the 2017-2018 school year as well as any students who are struggling with attendance.

**Person
Responsible**

Debra Veldkamp (debra.veldkamp@sarasotacountyschools.net)

Activity #3	
Title	English Language Arts - Learning Gains
Rationale	FSA ELA data indicates learning gains as a high priority area of focus. There was a 7 percentage point decrease in the number of students demonstrating learning gains (2017 - 77%, 2018 - 70%.) There will be a specific focus to the ESE subgroup, where as 36% of ESE students made learning gains.
Intended Outcome	By the end of the 2018-2019 school year, a minimum of 72% percent of students will be successful in making learning gains as demonstrated on the FSA ELA assessment.
Point Person	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none">1. Implement ESE inclusion model, this includes the support of an ESE teacher during each of the core content instructional blocks. Additionally, an ESE paraprofessional provides additional support throughout the day.2. Planning days will be made available to all teachers to analyze iReady data focusing on specific areas of deficit in order to develop instructional groups, review resources to assist in intervention efforts, and create progress monitoring assessments and data collection tools.2. ESE and General Education teachers will be provided with planning days to collaborate and plan to meet the specific needs of students. This endeavor will be in partnership with the Florida Inclusion Network.3. Professional development on high yield strategies to meet the needs of all students, with a specific focus of lowest quartile students. Professional development areas include: iReady, Co-Teaching, Reading Recovery Strategies, and Effective Literacy Elements.4. ESE not making learning gains will be matched with a mentor and/or community volunteer to provide additional support and motivation.
Person Responsible	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. The school-based leadership team will meet on a weekly basis to review existing data, analyze progress monitoring data, discuss observation trends, and to identify areas and/or students in need of additional support.2. Weekly Collaborative Planning Team minutes will be reviewed by administration.3. Ongoing and frequent observation of classrooms by administration to monitor implementation and fidelity of instruction and interventions.4. Lesson plans will be reviewed by administration during observations to review the planning process, resources utilized, and implementation of strategies used to meet the needs of our lowest quartile students.5. Data chats will be held multiple times a year to discuss iReady, Benchmark, and progress monitoring data. Data will be reviewed to identify the present levels of

performance of students focusing on meeting grade level expectation, making expected growth and intervention and/or enrichment needs.

Person Responsible Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Activity #4

Title Social Studies

Rationale An increased comprehensive understanding of the Florida Social Studies Standards has been identified as an area of focus.

Intended Outcome 100% of instructional staff will have a comprehensive understanding of the Florida Social Studies Standards, as well as access to the resources needed to provide high-quality instruction in this content area.

Point Person Lisa Wheatley (lisa.wheatley@sarasotacountyschools.net)

Action Step

1. A school-based Social Studies committee will be created. The primary goal of this committee is to further develop the understanding of the Florida Social Studies Standards.
2. Teachers will have an opportunity to observe model lessons which reflect high yield strategies being utilized during English Language Arts and Social Studies integration.

Description 3. The committee will explore resources and pilot them within their classroom in order to provide effective, vested resources for the school staff. Resources will include vested lesson plans, primary and secondary sources, and literature recommendations.

4. The historical fiction collection in our Media Center will be enhanced. Additional historical fiction books that have been vetted and have historical validity for classroom instruction will be added to the collection.

Person Responsible Kacie Nadeau (kacie.nadeau@sarasotacountyschools.net)

Plan to Monitor Effectiveness

1. Ongoing and frequent observation of classrooms by administration to monitor implementation and integration of the Florida Social Studies Standards.

Description 2. Lesson plans will be reviewed by administration during observations to review the planning process, resources utilized, and implementation of strategies used to instruct the Florida Social Studies Standards,

Person Responsible Lisa Wheatley (lisa.wheatley@sarasotacountyschools.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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

1. Grade level career awareness field trips and on-site experiences are scheduled. Examples of field trips include Van Wezel, Florida Studio Theater, Fruitville Groves, and Sarasota Ballet and Mote Marine.
2. Fifth grade Career and College Day will be held during the second semester. Students will complete an interest survey which will determine careers to be present at the event.
3. Fifth grade classes will participate in Enterprise Village. Enterprise Village is a self-contained economic educational program in which students will: Develop basic economic concepts; Understand relationships between businesses and consumers; Use quality concepts in business and consumer planning; Develop a basic understanding of checking and savings accounts; Understand a simple decision-making process; Work together to satisfy customer's expectations Standards based instruction on campus will provide a hands-on learning experiences. As a culminating activity students will travel to Enterprise Village in Largo, FL.