

School District of Osceola County, FL

Lakeview Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	22
Budget to Support Goals	24

Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.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	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola 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 will continue to improve performance through developing a culture of shared excellence that promotes students who are respectful, responsible, problem solvers.

Provide the school's vision statement.

Instruction at Lakeview is grounded in collaborative and reflective teacher practices that actively engage students in cognitively complex, standards-based lessons daily that move students towards and beyond proficiency making us the premiere school in the district.

School Leadership Team

Membership

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

Name	Title
Shenuski, Tracy	Principal
Fiola, Annamaria	School Counselor
Smith, Amanda	Instructional Coach
Walcott, Stephanie	Instructional Coach
Cleveland, Melanie	Assistant Principal
Todd, Amber	Other
Turner, Joyce	Instructional Media

Duties

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

Tracy Shenuski- Principal: Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a school-wide MTSS model that looks at all subgroup data, facilitate the ESS/ELL task force, conduct periodic Stock Take meetings to monitor students achievement and the instructional model, insure that the budget supports the needs of students to increase achievement.

Dr. Melanie Cleveland- Assistant Principal: Responsibilities include monitoring for instructional effectiveness, evaluation of staff, implementing a school-wide behavior program through PBiS, assist with MTSS, participate in Stock Take meetings, and monitoring students' achievement.

Stephanie Walcott- Literacy Coach: Monitor student reading achievement, work with the coaching impact cycle to improve ELA instructional practice, model lessons, work with intervention to insure progress towards increased proficiency, assist with MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in ELA.

Amanda Smith- Math/Science Coach: Monitor student reading achievement, work with the coaching impact cycle to improve math/science instructional practice, model lessons, work with intervention to

insure progress towards increased proficiency, assist with MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in math/science.

Amber Todd- Interventionist: As a member of the leadership team responsibilities include intervention PD, work with Paraprofessionals (ELL, ESE, and General Education) to insure high quality intervention practices, assist with standards pbased planning to the level of the standard, serve as a model for implementing intervention in the area of ELA and writing.

Joyce Myers-Macky)- Media Specialist:Responsibilities include providing training and support on teacher's available resources, assists with implementation of instructional technology programs, provides training on supplemental resources, acts at the test coordinator, participates in the MTSS process, monitors literacy achievement as a member of the leadership team

Annamaria Fiola- Guidance Counselor: Participates in the MTSS process, monitors the implementation of the school-wide PBiS plan and provides training and support, acts as the 504 designee, MTSS Coach, and Gifted point of contact. She monitors attendance and works with families in Transition.

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	18	13	12	11	8	14	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	1	12	6	13	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	7	19	20	0	0	0	0	0	0	0	46

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	1	7	3	10	0	0	0	0	0	0	0	21

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	4	5	1	2	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	3	11	9	10	15	17	0	0	0	0	0	0	0	65

Date this data was collected

Tuesday 9/18/2018

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	13	19	12	16	13	16	0	0	0	0	0	0	0	89
One or more suspensions	0	2	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	2	1	4	7	0	12	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	18	13	21	0	0	0	0	0	0	0	52
Retention K-5	3	11	8	13	15	18	0	0	0	0	0	0	0	68
Level 1 Math	0	0	0	18	20	20	0	0	0	0	0	0	0	58
IReady K-5 Reading	26	22	16	28	20	9	0	0	0	0	0	0	0	121
IReady K-5 Math	17	17	18	24	21	19	0	0	0	0	0	0	0	116

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	8	9	13	17	21	0	0	0	0	0	0	0	68

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	13	19	12	16	13	16	0	0	0	0	0	0	0	89
One or more suspensions	0	2	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	2	1	4	7	0	12	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	18	13	21	0	0	0	0	0	0	0	52
Retention K-5	3	11	8	13	15	18	0	0	0	0	0	0	0	68
Level 1 Math	0	0	0	18	20	20	0	0	0	0	0	0	0	58
IReady K-5 Reading	26	22	16	28	20	9	0	0	0	0	0	0	0	121
IReady K-5 Math	17	17	18	24	21	19	0	0	0	0	0	0	0	116

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	8	9	13	17	21	0	0	0	0	0	0	0	68

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?

ELA Lowest Quartile: This is not a trend. There was an extreme discrepancy between our iReady predictions and actual performance on the FSA. iReady was implemented with fidelity and monitored for practice in place. Small groups were created with iReady data and all grade levels participated in flexible skill-based grouping.

Which data component showed the greatest decline from prior year?

ELA Lowest Quartile: As noted above, there was an extreme discrepancy in the iReady predictions for performance and the results of the FSA. This was not the case in the prior year.

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

ELA Lowest Quartile continued to be the weakest link in all of our data reporting groups. There is not a sub-group that was affected more than the other.

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

Improvement was not shown in any of the data components. We continue to perform slightly above the state average in terms of student achievement in both areas of math and reading.

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

Teachers are competent in the area of preparing students who demonstrate proficiency or are on a path to proficiency.

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	57%	51%	56%	60%	52%	52%
ELA Learning Gains	46%	54%	55%	57%	55%	52%
ELA Lowest 25th Percentile	30%	46%	48%	61%	50%	46%
Math Achievement	65%	54%	62%	64%	53%	58%
Math Learning Gains	61%	56%	59%	65%	56%	58%
Math Lowest 25th Percentile	43%	42%	47%	55%	49%	46%
Science Achievement	56%	51%	55%	74%	54%	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	18 (13)	13 (19)	12 (12)	11 (16)	8 (13)	14 (16)	76 (89)
One or more suspensions	0 (0)	0 (2)	0 (0)	0 (1)	0 (0)	4 (1)	4 (4)
Course failure in ELA or Math	0 (2)	0 (1)	1 (4)	12 (7)	6 (0)	13 (12)	32 (26)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (18)	19 (13)	20 (21)	46 (52)

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	61%	51%	10%	57%	4%
	2017	67%	53%	14%	58%	9%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	55%	48%	7%	56%	-1%
	2017	62%	50%	12%	56%	6%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				
05	2018	48%	50%	-2%	55%	-7%
	2017	46%	48%	-2%	53%	-7%
Same Grade Comparison		2%				
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	51%	15%	62%	4%
	2017	74%	56%	18%	62%	12%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	66%	53%	13%	62%	4%
	2017	61%	55%	6%	64%	-3%
Same Grade Comparison		5%				
Cohort Comparison		-8%				
05	2018	53%	52%	1%	61%	-8%
	2017	59%	49%	10%	57%	2%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	49%	1%	55%	-5%
	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	15	24	27	30	53	39	16				
ELL	31	38	19	51	64	43					
BLK	48	29		48	43						
HSP	56	51	23	63	58	42	50				
MUL	33			50							
WHT	62	45	43	69	67	41	65				
FRL	50	44	27	56	50	35	55				
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	14	55	67	26	66	69	33				
ELL	51	57	71	62	72	69	35				
BLK	65	75		47	67						
HSP	57	55	65	70	70	63	57				
MUL	57	55		64	91						
WHT	65	61	70	69	63	80	64				
FRL	53	54	69	64	69	70	55				

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	Ensure the results of collaborative practices are focused on identifying essential standards and the development of rigorous tasks with common assessments for all student groups in ELA. (SDOC Strategy 1A)
Rationale	It is important to have a clear direction for the results of collaborative practice. By identifying the most essential standards in ELA we can ensure that ALL student sub-groups are receiving instruction to mastery of the content necessary to be successful with the grade level content. In addition, the uses of high-quality, complex tasks to determine performance is critical in the development of lessons aligned to the standard. These common assessments will lead to increased understanding, and provide teachers a way to analyze student performance and inform their instructional next steps in teaching to mastery.
Intended Outcome	<p>The intended out come of this focus area is to increase collaboration in the area of task analysis and standards alignment. If this is the case, student achievement will increase. There will be a cohesive instructional plan in place that addresses the desired student performance outcome for all student sub-groups.</p> <p>FSA ELA Achievement 62% FSA ELA Learning Gains 58% FSA Lowest Quartile Gains 66% FSA ELL Proficiency 33% FSA ESE Proficiency 26%</p>
Point Person	Stephanie Walcott (stephanie.walcott@osceolaschools.net)
Action Step	
Description	<p>This action plan is centralized around teams of teachers who are going to assess the quality of tasks assigned to essential standards to insure alignment from classroom to classroom. (Providing a guaranteed and viable curriculum) A structure for collection of evidence, professional development, problem-solving, and resource support through PLC will be put into place through scheduling time for collaboration, specific staff assignments and increased use of technology.</p> <p>Step 1- Share the WHY behind teaching to essential standards with rigorous tasks to all learners including students who struggle demonstrating mastery. (Pre-planning and collaborative planning days 3 times per year)</p> <p>Step 2- Work with each team to determine the ESSENTIAL standards to focus on for the year, using student data, and grade level performance expectations. (Collaborative planning days, and as needed with the coaches)</p> <p>Step 3- Collect student work samples monthly to use in the pervasive development of common assessments derived from the essential standards. (Coaches)</p> <p>Step 4- Provide on-going support for these tasks through the PLC support rotation schedule. (Each Wednesday PLC, will have two leadership team support members present on a rotating basis to provide assistance with task analysis and content support. (Literacy, Math/Science, Intervention, ESE, ELL, Resources, Guidance, and Administration)</p> <p>Step 5- Chart Progress, and problem solving around live data will be shared through the Stocktake process.</p> <p>Step 6- Professional Development (See below)</p> <p>Ellevation PD will be provided monthly during the staff PLC day by the 0.6 EES. 9/26, 10/24, 11/14, 12/19, 1/23, 2/13, 3/13, 4/17</p> <p>TEAMS training will be provided during a PLC grade level within the 1st 9 weeks (Coaches)</p>

PLC Guiding Coalition training/development will be provided monthly the week after each stocktake using data that has been collected and next steps from the stocktake (PLC Lead)
Grade cam support will be provided through Grade level PLC dates (Grade cam rep)
Staff Development Day (Oct. 15) Pathways to Success (Pedagogy behind instructional delivery)

Person Responsible Stephanie Walcott (stephanie.walcott@osceolaschools.net)

Plan to Monitor Effectiveness

Description Create a calendar for Stocktake meetings and data submission; The leadership team will collect common lesson plans and review for alignment. Grade level common formative assessments will be shared and reviewed with the leadership team on an on-going basis. The curriculum coaches will review student evidence of learning through student samples collection and the writing project. The leadership team will conduct target observations using the walk-through process as identified by the Leadership Team at weekly leadership team meetings. The leadership team will provide immediate, specific, actionable feedback using the coaching cycle as the driver for change. Other documentation of collaboration will be collected in the form of PLC agendas, notes and next steps. In addition to the steps above the following will occur:

1. School Stocktake model will take place monthly or bi-monthly to report progress to the principal on this area of focus.
2. Principals will update Assistant Superintendents of curriculum during their monthly check-ins.
3. The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress on the Areas of Focus through the school-based stocktake model.

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Activity #2	
Title	Embedded and ongoing support will be provided in the area of language acquisition and development in Reading and Math (ELL).
Rationale	Our English Language Learner population has tripled over a 4 year period. Lakeview currently has an ELL population of about 26% of the student body needing support with learning English. We anticipate that this population will continue to increase rapidly. In response to this changing demographic, we must revisit how to teach and support these learners in the classroom. Our focus must be in the area of teacher development as a function of this ELL task force.
Intended Outcome	By embedding professional development through the intentional use of our part time, EES and ELL Task Force, we can increase teacher capacity to instruct and support our English Language Learner students. We will target language learning components in our walk-throughs to insure that a culture for inclusive/supportive learning structures is in place for our students. ELA- 33% Math- 47%
Point Person	Amber Todd (amber.todd@osceolaschools.net)
Action Step	
Description	<p>Professional development will be provided on a regular basis utilizing our part time ESOL Education Specialist and the new ELlevation platform, as well as, other applicable strategies and resources, to ensure teachers have the tools they need to serve all English Language Learner students in an inclusive and supportive educational setting. The ELL Task Force will work in conjunction with the EES to provide training, support and guidance.</p> <p>The selected Target areas for Improvement in Instructional Practice and Professional Development include: 9/26, 10/24, 11/14, 12/19, 1/23, 2/13, 3/13, 4/17 (every 4th Wednesday)</p> <p>Understanding the components of language learning (This will address how learners acquire language and develop fluency in the school setting.) The power of labeling items in the classroom (This powerful strategy will increase vocabulary development.) The role student discourse plays in language development (We will use real life examples of how student discourse increases the language development of all students including our English Language Learner population.) How Collaboration plays a key role in student learning and autonomy (Through creating common expectations grounded in standard-based instruction, teachers can plan for developing lessons that increase student autonomy and ownership of learning at all levels.) MTSS and the Language Learner (This training will orient teachers to how a multi-tiered system of supports can assist in closing the gaps for our students who need language development and support daily.) Coaching for Inclusion (The coaching cycle can be used to help increase teacher ownership of student performance through an inclusive learner approach. These opportunities will be selected based on results of the weekly walk through practice of the leadership team, taking into account the instructional trends we are observing.) How to Accommodate student needs through scaffolding (This training will look at lesson design and how we maintain the integrity of the standard through appropriate scaffolding of the learning targets within a unit.) Using Professional Support Paras to effectively assist in meeting students needs</p>

(Paraprofessional support staff play an integral part in the multi-tiered system of supports. Through their development in the area of instructional capacity, we hope to increase the effectiveness of our interventions thus impacting student achievement positively in all areas, especially in regards to English language learner support practices.)

Through each professional development learning opportunity provided, the leadership team will follow-up with monitoring for implementation on the next set of walk-throughs. We believe the addition of the monitoring piece will allow us to work on embedding best practice into the daily instructional practice our teachers thus impacting student achievement in this area positively.

Person Responsible Amber Todd (amber.todd@osceolaschools.net)

Plan to Monitor Effectiveness

Description The ESOL Education Specialist (EES) will analyze the most recent data including WIDA results, identify student "can do " areas, and use this information to focus professional development and coaching for teachers. Implementation and effectiveness of ELL strategies will be monitored through the Stocktake process, collection of common lesson plans that include ELL strategies, common formative assessments, and student evidence of learning; target observations using the walk-through process as identified by the Leadership Team; provide immediate, specific, actionable feedback using the coaching cycle; PLC agendas,notes,next steps. The ELL Task force which meets weekly as part of the leadership team will report out. In addition to the steps above the following will occur:

1. School Stocktake model will take place monthly or bi-monthly to report progress to the principal on this area of focus.
2. Principals will update Assistant Superintendents of curriculum during their monthly check-ins.
3. The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress on the Areas of Focus through the school-based stocktake model.
4. School-wide data, selected scaffolds, and school trends for ELL learners will be displayed in a central location.

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Activity #3	
Title	Ensure the results of collaborative practices are focused on identifying essential standards and the development of rigorous tasks with common assessments for all student groups in Math. Increase learning gains in math and science. (SDOC Strategy 1B)
Rationale	It is important to have a clear direction for the results of collaborative practice. By identifying the most essential standards in Math we can ensure that ALL student sub-groups are receiving instruction to mastery of the content necessary to be successful with the grade level content. In addition, the uses of high-quality, complex tasks to determine performance is critical in the development of lessons aligned to the standard. These common assessments will lead to increased understanding, and provide teachers a way to analyze student performance and inform their instructional next steps in teaching to mastery. Learning gains are a high priority area of need that hold a direct connection to student achievement and the overall school academic grade. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs.
Intended Outcome	<p>The intended out come of this focus area is to increase collaboration in the area of task analysis and standards alignment. If this is the case, student achievement will increase. There will be a cohesive instructional plan in place that addresses the desired student performance outcome for all student sub-groups.</p> <p>FSA Math Achievement 69% FSA Math Learning Gains 66% FSA Math Lowest Quartile Gains 67% FSA ELL Math Proficiency 47% FSA ESE Math Proficiency 39%</p> <p>Student learning gains will increase by 3% in the area of math and proficiency levels in science will increase by 3%.</p>
Point Person	Amanda Smith (amanda.smith@osceolaschools.net)
Action Step	
Description	<p>This action plan is centralized around teams of teachers who are going to assess the quality of tasks assigned to essential standards to insure alignment from classroom to classroom. (Providing a guaranteed and viable curriculum) A structure for collection of evidence, professional development, problem-solving, and resource support through PLC will be put into place through scheduling time for collaboration, specific staff assignments and increased use of technology.</p> <p>Step 1- Share the WHY behind teaching to essential standards with rigorous tasks to all learners including students who struggle demonstrating mastery. (Pre-planning ns collaborative planning days 3 times per year)</p> <p>Step 2- Work with each team to determine the ESSENTIAL standards to focus on for the year, using student data, and grade level performance expectations. (Collaborative planning days, and as needed with the coaches)</p> <p>Step 3- Collect student work samples monthly to use in the pervasive development of common assessments derived from the essential standards. (Coaches)</p> <p>Step 4- Provide on-going support for these tasks through the PLC support rotation schedule. (Each Wednesday PLC, will have two leadership team support members present on a rotating basis to provide assistance with task analysis and content support. (Literacy, Math/Science, Intervention, ESE, ELL, Resources, Guidance, and Administration)</p> <p>Step 5- Chart Progress, and problem solving around live data will be shared through the Stocktake process.</p>

Step 6- Professional Development (See below)

Ellevation PD will be provided monthly during the staff PLC day by the 0.6 EES. 9/26, 10/24, 11/14, 12/19, 1/23, 2/13, 3/13, 4/17

TEAMs training will be provided during a PLC grade level within the 1st 9 weeks (Coaches)

PLC Guiding Coalition training/development will be provided monthly the week after each stocktake using data that has been collected and next steps from the stocktake (PLC Lead)

Grade cam support will be provided through Grade level PLC dates (Grade cam rep)

Staff Development Day (Oct. 15) Pathways to Success (Pedagogy behind instructional delivery)

Students will be provided with targeted interventions that meet the needs of all students.

-The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress.

-Coaching support will be provided based on areas of focus to increase student achievement.

Person Responsible Amanda Smith (amanda.smith@osceolaschools.net)

Plan to Monitor Effectiveness

Description

Create a calendar for Stocktake meetings and data submission; The leadership team will collect common lesson plans and review for alignment. Grade level common formative assessments will be shared and reviewed with the leadership team on an on-going basis. The curriculum coaches will review student evidence of learning through student samples collection and the writing project. The leadership team will conduct target observations using the walk-through process as identified by the Leadership Team at weekly leadership team meetings. The leadership team will provide immediate, specific, actionable feedback using the coaching cycle as the driver for change. Other documentation of collaboration will be collected in the form of PLC agendas, notes and next steps. In addition to the steps above the following will occur:

1. School Stocktake model will take place monthly or bi-monthly to report progress to the principal on this area of focus.

2. Principals will update Assistant Superintendents of curriculum during their monthly check-ins.

3. The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress on the Areas of Focus through the school-based stocktake model.

Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers.

-Monitor data through formative, summative, and diagnostic assessments.

-MTSS meetings will be held monthly to analyze data and their effectiveness of programs/ intervention placement.

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Activity #4	
Title	Collaborative planning Days (PLC) will be integrated into daily practice with the express purpose of providing high quality instruction to all students at all levels. (SDOC Strategy 1E)
Rationale	Collaborative processes are the way of work at Lakeview. As we continue to develop our capacity in this area, it is vital that we continually revisit the purpose of our work and its alignment to the 4 PLC guiding questions. What do we want them to learn? How will we know if they learned it? What do we do if they didn't? What do we do for those who demonstrate mastery?
Intended Outcome	<p>The intended outcome of this focus area is to increase collaboration among and between teams as a mechanism for assuring that a guaranteed and viable curriculum aligned to the most essential standards is being delivered in all classrooms. As such, students will have a clear pathway to success across a PK-5 model. We will decrease the number of students who are not proficient on iReady by 10% or more in addition to the following FSA goals:</p> <p>ELA Achievement- 62% ELA Gains-58% ELA Lowest 25%- 66% ELA ESE- 26% ELA ELL- 33%</p> <p>Math Achievement- 69% Math Gains- 66% Math lowest 25%- 67%- Math ESE- 39% Math ELL- 47%</p>
Point Person	Amanda Smith (amanda.smith@osceolaschools.net)
Action Step	<p>All grade teams will be trained on the PLC process through the assignment of the PLC facilitator for each team. This person is in charge of disseminating information directly to the team that they have been provided by the leadership team. They are scheduled to meet with the school based leadership team on a monthly basis to review best practices, look at data, and continue to develop smart goals using student progress indicators.</p> <p>In addition to the monthly meeting with the school-based leadership team, PLC Facilitators lead the bi-monthly planning sessions for their team during self-selected planning days, and the three half day planning sessions provided to all teams through the use of Title I dollars.</p>
Description	<p>Half Day planning sessions are provided after the beginning of the year diagnostic, after the mid-year diagnostic and at the conclusion of the end of the year diagnostic in iReady. These sessions are facilitated by the academic coaches with administrative support. At each session the teams review current data, and make adjustments to the instructional plan according to student need.</p> <p>The Stock Take Process will be used as a mechanism for reviewing the area of collaborative processes as well. During the stock take process, the PLC lead will report out on progress and the team will decide next steps in terms of support needed for increased collaboration among teams.</p>

Teacher teams collaborate through the Multi-tiered system of support process. (MTSS) All grade teams flexibly group students using on-going real-time data in order to provide both intervention support and enrichment in the areas of reading and math. This requires teams to meet collaboratively to determine student placement and determine the interventions needed for each grade level.

Finally, all grade levels will utilize a common lesson plan for each subject this year. This includes the areas of English language arts, math, science and social studies. The common lesson plan will insure that teams are provided equitable learning opportunities for all students centered around standards-based lesson and rigorous tasks with a focus on student discourse.

Person Responsible Amanda Smith (amanda.smith@osceolaschools.net)

Plan to Monitor Effectiveness

The collaborative processes surrounding professional learning communities are structured in a way to streamline the time involved with special attention given to the maintenance of the instructional day for students.

1. Monthly meeting- Each month the PLC facilitators will meet with the school based leadership team. The purpose of these meetings is to review academic progress of the grade level, identify areas in need of additional support, celebrate success, align resources, and partake in professional development. The professional learning communities facilitator for the school will use information collected from these meetings as part of the stock take process with the principal.

2. Half day planning- Three times per year, the grade level teams in kindergarten through fifth grades participate in half day planning sessions with the academic coaches and administrative leadership team. During these planning sessions, these are scheduled in advance. Each session has an agenda, a problem to solve based on student data, and is provided resource support. Evidence from these planning days is reviewed at the closest stock take to the scheduled date.

Description 3. Stock takes- The stock take process occurs on the pre-scheduled Wednesdays within the district timeline. The assistance principal monitors the data submission and facilitates this meeting on an on-going monthly basis. The evidences collected to monitor this process are outlined in the Leadership Team Monitoring Tool which is submitted to the on-line notebook for the Elementary Education department through TEAMS.

4.MTSS- Weekly MTSS data is collected and submitted to TEAMS. The on-going longitudinal data is reviewed with each rotation.

5.Common Lesson plans- Lesson plans are reviewed weekly during the school based leadership team meetings. We look for evidence of collaborative planning during our weekly walk through targets.

In addition to the steps above the following will occur:

1. School Stocktake model will take place monthly or bi-monthly to report progress to the principal on this area of focus.
2. Principals will update Assistant Superintendents of curriculum during their monthly check-ins.
3. The principal will share and update the Chief of Staff and Assistant Superintendents

once a quarter on progress on the Areas of Focus through the school-based stocktake model.

Person Responsible Amanda Smith (amanda.smith@osceolaschools.net)

Activity #5	
Title	Implementation of the school-wide Positive Behavior and Intervention Support model needs adjusted to reflect changing staff and student need.
Rationale	<p>A successful PBIS framework relies on a commitment from the entire staff, from administration to educators to support staff. It is most effective when adopted schoolwide. A strong implementation has been proven to decrease attendance and behavior issues and increase student academic performance. The PBiS model in place has not been revised in over seven years. Considering a 49% turnover in teachers and many new students, it has become necessary to make a focused effort to relaunch PBiS school wide. Research shows that the lower the rate of feedback for positive behavior, the higher the risk for negative student outcomes (Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008). PBIS emphasizes a shift from responding to problem behavior to use of instructional responses to help students identify and practice acceptable behavior (Sugai, Horner, & McIntosh, 2008).</p> <p>Research indicates that school wide positive behavior supports lead to increases in appropriate social behavior coupled with decreases in aggressive social behavior (Metzler, Biglan, Rusby, & Sprague, 2001). By focusing on the area of PBiS we will see decreased student disciplinary incidents, and an increase in positive interactions between student, staff, and families. Areas of intended improvement include, school culture, social and emotional skills among our students, increased instructional time and student engagement which in turn will increase student academic performance.</p>
Intended Outcome	<p>It is expected that reinforcing positive social behavior will improve a student's overall educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. We expect that the implementation of schoolwide PBIS will assist in establishing a climate in which appropriate behavior is the norm.</p> <p>Outcome- Reduce behavior referrals by 5%</p>
Point Person	Annamaria Fiola (annamaria.fiola@osceolaschools.net)
Action Step	
Description	The PBiS team will be formed with members from each grade level, guidance counselor, behavioral expert, RCS, and EES. Regular meeting times will be established for at least once a month. The PBiS team will play an critical role in the MTSS process held weekly.
	The Leadership team, PBiS team members, and grade chairs will rate our school's current level of need in the following areas: school-wide, non-classroom setting, classroom setting, and individual students.
	The PBiS team will develop a system for data collection to track the number of discipline incidents, as well as, the number of Splash Cash being awarded.
	The PBiS team will share data and planning meeting notes with staff, and will survey the staff to determine level of commitment. The goal is for at least 80% of our faculty, staff, and

administration will be committed to a strong implementation.

School rules for all settings will be posted and reviewed with students and teachers. A continuum of discipline procedures will be defined and implemented consistently. As a school, we will identify behavior expectations that we want to develop among our students. Once these values are clearly articulated to all stakeholders, the next step will be to focus on instruction. The PBIS team will post setting-specific actions that align with the behavior expectations as well as intentional instruction in behavior that reflects these values.

The PBIS team will inform the faculty and staff on school-wide procedures, consequences for appropriate and problem behavior, student expectations, rewards, and tracking system to monitor success. the team will create a digital share folder to provide strategies and lesson plans for teacher to teach student expectations.

Utilizing support staff, the team will reach out to include families, community members, and business partners.

The team will re-establish a reward system using "Splash Cash" for teachers to consistently recognize students who exhibit the desired behaviors. The new "Splash Zone" store will be available for "shopping" during lunch times.

As we move through the school year, the team will use the PBIS rubric to assess the effectiveness of our PBIS framework and share relevant data during Leadership Team meeting, as well as, within the existing MTSS framework. Utilizing a tiered approach, the team will work within the MTSS framework to offer Tier 2 and Tier 3 supports for students who might require more support.

The PBIS point person will share data during each monthly Stocktake meeting. Response to data will be immediate. Interventions and enrichments will be monitored for effectiveness

Person Responsible Annamaria Fiola (annamaria.fiola@osceolaschools.net)

Plan to Monitor Effectiveness

The PBIS point of contact will participate in weekly MTSS meetings and monitor the number of students in Tier 2 and Tier 3 in the areas of Math, Reading, Behavior, and Attendance and report back to the PBIS team.

The PBIS team will create and utilize a tracking system for reward, report, redeem. The PBIS data will be shared by the point of contact during weekly Leadership Team meetings.

Description

In addition to this quantitative data, the PBIS team will develop, implement and gather data on student, teacher, and parent perspectives of our school climate and the effectiveness of the school wide PBIS.

The PBIS team will utilize the PBIS rubric with the goal of obtaining a gold status implementation. Gold level schools must meet all the characteristics of Bronze and Silver level schools and implement with the highest level of fidelity. These schools also maintain Tier II and Tier III supports as needed. A multi-tiered system of support is provided through a data-based problem solving process within existing team structures. These schools can produce evidence of advanced tiers of PBIS implementation as a result of data-based decision making. Gold level schools can produce evidence of well-established systems to

provide FBA's (Functional Behavioral Assessments), BIP's (Behavioral Intervention Plans), and inter-agency collaboration to meet the needs of all students.

In addition to the steps above the following will occur:

1. School Stocktake model will take place monthly or bi-monthly to report progress to the principal on this area of focus.
2. Principals will update Assistant Superintendents of curriculum during their monthly check-ins.
3. The principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress on the Areas of Focus through the school-based stocktake model.

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Activity #6

Title Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.

Rationale Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.

Intended Outcome We will increase attendance at family engagement events by 3%.

Point Person Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Action Step

Description

1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish.
2. All staff will regularly encourage parent and student participation in after-school events.
3. Staff will use phone and meeting logs to track parent contact with staff.
4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families.
5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Plan to Monitor Effectiveness

Description

- School Stocktake Model will take place monthly to report progress in this area,
- Principals will update Assistance Superintendent of Curriculum during their monthly check-ins.
- Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus.
- Quarterly review of all parent and family engagement night activities for attendance and success.

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.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.

Our School is Title I funded. Lakeview typically 100-200 participants. The summary of our plan is listed below. We

Lakeview's 2018 – 2019 Title I Parent Involvement Plan Summary. As a Title I school our Parent Involvement Plan and the SAC describe the ways we include parents in the educational process. Our SAC meetings, which are held the second Thursday of each month beginning at 3:45pm. This summary of our Parent Involvement Plan may be viewed using the link on our school's website page at <http://lves.osceolaschools.net> or by requesting a hard copy in the front office. Information is shared during SAC meetings and evening events. We offer several sessions to show parents how to access online resources available to support students. Parents may use the Parent Portal through FOCUS to monitor student grades. Agendas are used in grades K-5. Parents may contact their child's teacher to arrange a parent conference. Annual events are scheduled for this year. You can find out about upcoming events on the school's website, through the callout system, by subscribing to Lakeview's Remind.com service or check out the monthly school newsletter. You can join Lakeview's Remind.com group by texting @cd6dc to (407) 219-9672 or by going to www.remind.com. If you need special accommodations for language interpretation or special needs accessibility, please contact the front office in advance so we can make suitable arrangements. August 2018 – Kindergarten Night, September 2018 – Title One Parent Night/Open House, December 2018 – Reading Night, February 2019 –Math Night, May 2019 Science Night, TBA STEM Night. All parents are invited to participate in the School Advisory Committee and Parent Teacher Organization. Parents are encouraged to participate in OASIS training in order to volunteer at Lakeview. Please check the school website and newsletter for additional opportunities to be involved.

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students

as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned 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 team, consisting of our guidance counselor, school psychologist, school administrators, literacy coach, math coach, and ESE teacher meets weekly to discuss the needs of the school, specific classrooms, identified groups, and individual students. We use data from assessments such as IReady Reading, iReady Math, Florida Assessment, ACCESS for ELLs, 2nd and 3rd grade portfolios and SAT10 to identify specific students and classes that need support in terms of interventions or instructional coaching.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

Total:

\$11,658.25