Lakeview Elementary School

2019-20 Schoolwide Improvement Plan

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Lakeview Elementary School

7299 HAND RD, Sarasota, FL 34241

www.sarasotacountyschools.net/lakeview

Demographics

Principal: Lisa Wheatley

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (79%) 2016-17: A (81%) 2015-16: A (77%) 2014-15: A (86%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Wheatley, Lisa	Principal	Primary Duties/Responsibilities Include: -Set and enforce rigorous standards for student achievement through the school improvement planning process. -Ensure the academic program meets or exceeds yearly student outcome goals as -Develop organizational goals and objectives consistent with the vision, mission and values. -Lead teachers and staff members in developing a positive school climate which reflects a culture of excellence, teamwork and collaboration among the staff, teachers, students and families. Ensure an orderly learning environment focused on the safety and security of all students, staff and visitors. • Ensure appropriate standards of student behavior, performance, and attendance to maximize student learning. • Manage, evaluate, coach, and develop a team of teachers as well as constantly assessing and improving student achievement results. • Ensure use of effective, research-based teaching methodologies and practices by implement data-driven instructional practices and lead discussions about student performance. • Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
Kahler, Jennifer	Assistant Principal	Primary Duties/Responsibilities Include: -Set and enforce rigorous standards for student achievement through the school improvement planning process. -Ensure the academic program meets or exceeds yearly student outcome goals as -Develop organizational goals and objectives consistent with the vision, mission and values. -Lead teachers and staff members in developing a positive school climate which reflects a culture of excellence, teamwork and collaboration among the staff, teachers, students and families. Ensure an orderly learning environment focused on the safety and security of all students, staff and visitors. • Ensure appropriate standards of student behavior, performance, and attendance to maximize student learning. • Manage, evaluate, coach, and develop a team of teachers as well as constantly assessing and improving student achievement results. • Ensure use of effective, research-based teaching methodologies and practices by implement data-driven instructional practices and lead discussions about student performance. • Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.

Name	Title	Job Duties and Responsibilities
Brown, Kris	Other	ESE/ESOL Liaison -Serve as Local Education Agency (LEA) representative at ESE/ESOL staffings. -Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE/ESOL students. - Provide assistance and information to parents of ESE/ESOL students. -Provide classroom observation for students being considered for ESE placement. - Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. -As the grades K and 1 CPT facilitator, identify students in need of interventions and make appropriate recommendations and referrals. -Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals. -Provide training for ESE/ESOL teachers on the process of using assessment to guide the direct instruction of ESE/ESOL students. -Provide training for ESE/ESOL teachers on the use of district selected research based materials. -Coordinate articulation between departments, schools and/or agencies for ESE students.
Wink, Megan	Teacher, K-12	Aside from classroom duties and responsibilities, Mrs.Wink serves as our Science Committee Chairperson, in this role her duties/responsibilities include: -Researches, recommends and assists with implementation of methodologies and practices that lead to high student engagement and achievement. -Serves as a resource for teachers regarding best practices in Science instruction. -Assists in facilitating the integration and use of STEM in daily instruction. -Coordinates school-wide Science Fair and coaches and prepares students participating in the district-wide Science Fair. -Assists in planning the professional development program for faculty.
Nadeau, Kacie	Teacher, K-12	Aside from classroom duties and responsibilities, Mrs. Nadeau serves as our Social Studies Committee Chairperson, in this role her duties/responsibilities include: -Researches, recommends and assists with implementation of methodologies and practices that lead to high student engagement and achievement. -Serves as a resource for teachers regarding best practices in Social Studies instruction. -Assists in facilitating the integration and use of historical literature in daily instruction. -Assists in planning the professional development program for faculty.

Name	Title	Job Duties and Responsibilities
Piatt, Lauren	School Counselor	Primary Job Duties/Responsibilities Include: -Provide individual counseling and group guidance to help students cope effectively personal, social, academic, career, and family concerns. -Consult with parents, teacher, administrators, and supporting agencies concerning the needs and abilities of students. -As the school-wide SWST coordinator, and grades K and 1 CPT facilitator, identify students in need of interventions and make appropriate recommendations and referrals. - Implement an effective program of educational and career planning. -Schedule opportunities for students to visit with resource persons about academic and career choices.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	99	98	114	107	119	0	0	0	0	0	0	0	648
Attendance below 90 percent	0	4	3	5	5	7	0	0	0	0	0	0	0	24
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	0	2	4	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	1	11	10	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	4	1	0	0	0	0	0	0	0	6

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	0	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Monday 9/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	3	2	1	0	0	0	0	0	0	0	7

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	3	2	1	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	80%	68%	57%	82%	68%	55%
ELA Learning Gains	68%	62%	58%	77%	63%	57%
ELA Lowest 25th Percentile	47%	53%	53%	67%	54%	52%
Math Achievement	88%	73%	63%	89%	72%	61%
Math Learning Gains	79%	67%	62%	85%	68%	61%
Math Lowest 25th Percentile	73%	53%	51%	76%	57%	51%
Science Achievement	81%	65%	53%	91%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	111 (0)	99 (0)	98 (0)	114 (0)	107 (0)	119 (0)	648 (0)
Attendance below 90 percent	0 (14)	4 (6)	3 (5)	5 (8)	5 (11)	7 (9)	24 (53)
One or more suspensions	0 (2)	1 (0)	0 (3)	0 (0)	0 (0)	0 (0)	1 (5)
Course failure in ELA or Math	0 (0)	1 (0)	0 (0)	2 (0)	4 (0)	1 (0)	8 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (11)	11 (10)	10 (8)	22 (29)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	70%	6%	58%	18%
	2018	75%	68%	7%	57%	18%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	75%	67%	8%	58%	17%
	2018	79%	67%	12%	56%	23%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2019	80%	68%	12%	56%	24%
	2018	78%	66%	12%	55%	23%
Same Grade Comparison		2%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	86%	73%	13%	62%	24%
	2018	85%	72%	13%	62%	23%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	83%	72%	11%	64%	19%
	2018	87%	71%	16%	62%	25%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
05	2019	89%	70%	19%	60%	29%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
	2018	93%	72%	21%	61%	32%	
Same Grade Comparison		-4%					
Cohort Comparison		2%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	81%	65%	16%	53%	28%	
	2018	88%	67%	21%	55%	33%	
Same Grade Comparison		-7%					
Cohort Comparison							

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	45	33	61	64	59	36				
ELL	46	50		85	64						
HSP	71	60	30	88	81	75	69				
MUL	85			85							
WHT	81	68	47	89	78	71	83				
FRL	62	55	35	80	73	76	66				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that performed the lowest was the percent of students in our Lowest 25% making learning gains (47%.) This has been a trend in that this has been our lowest performing school grade component for the last 3 years (2017-67%; 2018-58%.)

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

The greatest decline (-7%) was found in the percent of students in our Lowest 25% making learning gains (47%.) Through careful analysis, it has been determined that the combination of long term substitutes, as well as the "newness" of staff either to their grade and/or content are contributed to the

decline from the prior year. In 4th grade, In both 4th and 5th grade, 33% of our ELA classes were taught by a long term substitute for a minimum of 6 weeks. In 5th grade, 33% or our Math and Science classes were taught by a long term substitute for a minimum of 6 weeks. Additionally, 50% of our 4th grade instructional staff, and 33% of our 5th grade instructional staff were new to their grade and/or content area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The number of students performing at a proficiency level or higher in 5th Grade Math demonstrated the largest gap compared to the state average with 89% of Lakeview students demonstrating proficiency or higher compared to the state average of 60%, at 29% difference.

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

The data component that showed the most improvement was Grade 5-English Language Arts. In 2018, 78% of students demonstrated proficiency. In 2019, 80% of students demonstrated proficiency. New actions that lead to this increase was the collaboration between District curriculum specialists and teachers to plan for differentiated instruction. Lesson plans included tailoring instruction to meet individual needs by differentiating between content, process, products, and/or the learning environment. The use of ongoing assessments and flexible grouping made this a successful approach to instruction, as well as Tier 2 and 3 interventions.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Early Warning System data demonstrates a need to focus on the number on Attendance Below 90%, as well as Level 1 on Statewide Assessments. EWS indicator data reflects that 24 students had attendance below 90%, this is a 29 student reduction from the prior year (53), however this continues to be our indicator with the highest number of students. A second are of concern is the number of students scoring a Level 1 on Statewide Assessments. Currently, 22 students scored a Level 1 in 2019, a 7 student reduction from 2018, however an area of continued concern.

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

1. Learning Gains of the Lowest 25% - Math
2. Learning Gains of the Lowest 25% - Reading
3. Learning Gains of All Students - Math
4. Learning Gains of All Students - Reading
5. Attendance - Students Below 90%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains of the Lowest 25% - Math
Rationale	FSA Math data indicates learning gains of our lowest 25% is a priority area of focus. There was a 8 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 2018-2019, 33% of students demonstrated learning gains. An additional focus will be our SWD, where as 63% of ESE students made learning gains.

State the measurable outcome the school plans to achieve	By the end of the 2019-2020, a minimum of 77% of the lowest quartile students will be successful in making learning gains as demonstrated on the FSA Math Assessment.
Person responsible for monitoring outcome	Lisa Wheatley (lisa.wheatley@sarasotacountyschools.net)
Evidence-based Strategy	The two evidence based strategies that will be the focus of our plan of improvement are: Response to intervention (RTI) - Effect Size 1.07: Systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention, targeted, intensive instruction, and frequent progress measurement. Teacher Clarity - Effect Size .75: The prrocess for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.
Rationale for Evidence-based Strategy	The above mentioned evidence bases strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of students with significant learning difficulties, including students with disabilities. As demonstrated by our data, there is a need to strengthen the delivery of intensive interventions, including adapting and modifying instructional practices, to deliver appropriate, responsive instruction to students with learning difficulties.

Action Step	
Description	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. Collaborative planning sessions with school leadership, District curriculum specialists, and instructional staff members are available and used to design targeted intensive instruction including differentiating instructional practices, to deliver appropriate, responsive instruction for students with learning difficulties. 3. Contract services to provide teachers with 30 minutes daily of time to provide interventions to lowest quartile students beginning in January. 4. 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, Standards Mastery, and Teacher Clarity including Success Criteria and Learning Intentions.

5. Students in the lowest quartile including SWD will be matched with a mentor and/or community volunteer to provide additional support and motivation.

6. 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.

7. ESE and General Education teachers will be provided with planning days to collaborate and plan to meet the specific needs of students.

8. FSA Club after-school instructional groups will be offered to select students, providing a minimum of 2 hours of additional instruction.

9. Professional Development will be provided to all staff members focused on targeted support with integrated cognitive regulation strategies. Teachers will plan Tier 2 and Tier 3 interventions through the lens of SEL. Based on assessment data, the teacher will identify an intervention exemplar, and review the plan to ensure cognitive regulation strategies are embedded within the teacher script. If the script is missing these component, teacher will edit the intervention to ensure the cognitive regulation strategies are present.

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

#2	
Title	Learning Gains of the Lowest 25% - Reading
Rationale	FSA ELA data indicates learning gains of our lowest 25% is a priority area of focus. There was a 7 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 2018-2019, 59% of students demonstrated learning gains, and 8 percentage point decrease.

State the measurable outcome the school plans to achieve	By the end of the 2019-2020, a minimum of 51% of the lowest quartile students will be successful in making learning gains as demonstrated on the FSA ELA Assessment. By the end of the 2019-2020, a minimum of 43% of the SWD in the lowest quartile will be successful in making learning gains as demonstrated on the FSA ELA Assessment. By the end of the 2019-2020, a minimum of 40% of Hispanic students in the lowest quartile will be successful in making learning gains as demonstrated on the FSA ELA Assessment. By the end of the 2019-2020, a minimum of 45% of students receiving free/reduced in the lowest quartile will be successful in making learning gains as demonstrated on the FSA ELA Assessment.
Person responsible for monitoring outcome	Lisa Wheatley (lisa.wheatley@sarasotacountyschools.net)
Evidence-based Strategy	The two evidence based strategies that will be the focus of our plan of improvement are: Response to intervention (RTI) - Effect Size 1.07: Systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention, targeted, intensive instruction, and frequent progress measurement. Teacher Clarity - Effect Size .75: The prrocess for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.
Rationale for Evidence-based Strategy	The above mentioned evidence bases strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of students with significant learning difficulties, including students with disabilities. As demonstrated by our data, there is a need to strengthen the delivery of intensive interventions, including adapting and modifying instructional practices, to deliver appropriate, responsive instruction to students with learning difficulties.

Action Step	
Description	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. Collaborative planning sessions with school leadership, District curriculum specialists, and instructional staff members are available and used to design targeted intensive instruction including differentiating instructional practices, to deliver appropriate, responsive instruction for students with learning difficulties.

3. Contract services to provide teachers with 30 minutes daily of time to provide interventions to lowest quartile students beginning in January.

4. 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, Standards Mastery, and Teacher Clarity including Success Criteria and Learning Intentions.

5. Students in the lowest quartile including SWD will be matched with a mentor and/or community volunteer to provide additional support and motivation.

6. 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.

7. ESE and General Education teachers will be provided with planning days to collaborate and plan to meet the specific needs of students.

8. FSA Club after-school instructional groups will be offered to select students, providing a minimum of 2 hours of additional instruction.

9. Guided Reading Book Study - Eight weekly sessions focusing on Jan Richardson's, "The Next Step Forward in Guided Reading," will be conducted to teach and promote the instructional tools and understanding needed to teach highly effective guided reading groups.

10. Professional Development will be provided to all staff members focused on targeted support with integrated cognitive regulation strategies. Teachers will plan Tier 2 and Tier 3 interventions through the lens of SEL. Based on assessment data, the teacher will identify an intervention exemplar, and review the plan to ensure cognitive regulation strategies are embedded within the teacher script. If the script is missing these component, teacher will edit the intervention to ensure the cognitive regulation strategies are present.

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

#3	
Title	Learning Gains of All Students - Math
Rationale	FSA Math data indicates learning gains of all students is a priority area of focus. There was a 6 percentage point decrease in the number of students demonstrating learning gains (2018 - 85%; 2019 - 79%) A specific focus will be on our current SWD students, as in 2018-2019, 75% of students demonstrated learning gains, a 14 percentage point decrease from the prior year.

State the measurable outcome the school plans to achieve	By the end of the 2019-2020, a minimum of 81% of all students will be successful in making learning gains as demonstrated on the FSA Math Assessment
Person responsible for monitoring outcome	Lisa Wheatley (lisa.wheatley@sarasotacountyschools.net)
Evidence-based Strategy	The two evidence based strategies that will be the focus of our plan of improvement are: Response to intervention (RTI) - Effect Size 1.07: Systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention, targeted, intensive instruction, and frequent progress measurement. Teacher Clarity - Effect Size .75: The prrocess for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.
Rationale for Evidence-based Strategy	The above mentioned evidence bases strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of students with significant learning difficulties, including students with disabilities. As demonstrated by our data, there is a need to strengthen the delivery of intensive interventions, including adapting and modifying instructional practices, to deliver appropriate, responsive instruction to students with learning difficulties.

Action Step	
Description	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. Collaborative planning sessions with school leadership, District curriculum specialists, and instructional staff members are available and used to design targeted intensive instruction including differentiating instructional practices, to deliver appropriate, responsive instruction for students with learning difficulties. 3. Contract services to provide teachers with 30 minutes daily of time to provide interventions to lowest quartile students beginning in January. 4. 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, Standards Mastery, and Teacher Clarity including Success Criteria and Learning Intentions.

5. Students in the lowest quartile including SWD will be matched with a mentor and/or community volunteer to provide additional support and motivation.

6. 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.

7. ESE and General Education teachers will be provided with planning days to collaborate and plan to meet the specific needs of students.

8. FSA Club after-school instructional groups will be offered to select students, providing a minimum of 2 hours of additional instruction.

9. Professional Development will be provided to all staff members focused on targeted support with integrated cognitive regulation strategies. Teachers will plan Tier 2 and Tier 3 interventions through the lens of SEL. Based on assessment data, the teacher will identify an intervention exemplar, and review the plan to ensure cognitive regulation strategies are embedded within the teacher script. If the script is missing these component, teacher will edit the intervention to ensure the cognitive regulation strategies are present.

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

#4	
Title	Learning Gains of All Students - Reading
Rationale	FSA ELA data indicates learning gains of our all students is a priority area of focus. There was a 2 percentage point decrease in the number of all students demonstrating learning gains. A specific focus will be on our current 5th grade students, as in 2018-2019, 70% of students demonstrated learning gains, and 6 percentage point decrease.

State the measurable outcome the school plans to achieve	By the end of the 2019-2020, a minimum of 72% of all students will be successful in making learning gains as demonstrated on the FSA ELA Assessment.
Person responsible for monitoring outcome	Lisa Wheatley (lisa.wheatley@sarasotacountyschools.net)
Evidence-based Strategy	The two evidence based strategies that will be the focus of our plan of improvement are: Response to intervention (RTI) - Effect Size 1.07: Systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention, targeted, intensive instruction, and frequent progress measurement. Teacher Clarity - Effect Size .75: The prrocess for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.
Rationale for Evidence-based Strategy	The above mentioned evidence bases strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of students with significant learning difficulties, including students with disabilities. As demonstrated by our data, there is a need to strengthen the delivery of intensive interventions, including adapting and modifying instructional practices, to deliver appropriate, responsive instruction to students with learning difficulties.

Action Step	
Description	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. Collaborative planning sessions with school leadership, District curriculum specialists, and instructional staff members are available and used to design targeted intensive instruction including differentiating instructional practices, to deliver appropriate, responsive instruction for students with learning difficulties. 3. Contract services to provide teachers with 30 minutes daily of time to provide interventions to lowest quartile students beginning in January. 4. 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, Standards Mastery, and Teacher Clarity including Success Criteria and Learning

Intentions.

5. Students in the lowest quartile including SWD will be matched with a mentor and/or community volunteer to provide additional support and motivation.

6. 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.

7. ESE and General Education teachers will be provided with planning days to collaborate and plan to meet the specific needs of students.

8. FSA Club after-school instructional groups will be offered to select students, providing a minimum of 2 hours of additional instruction.

9. Guided Reading Book Study - Eight weekly sessions focusing on Jan Richardson's, "The Next Step Forward in Guided Reading," will be conducted to teach and promote the instructional tools and understanding needed to teach highly effective guided reading groups.

10. Professional Development will be provided to all staff members focused on targeted support with integrated cognitive regulation strategies. Teachers will plan Tier 2 and Tier 3 interventions through the lens of SEL. Based on assessment data, the teacher will identify an intervention exemplar, and review the plan to ensure cognitive regulation strategies are embedded within the teacher script. If the script is missing these component, teacher will edit the intervention to ensure the cognitive regulation strategies are present.

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

#5	
Title	Attendance of Students Below 90%
Rationale	24 students were identified as having Moderate Chronic or Severe Chronic attendance status. This is a 29 student reduction from the prior year, however it continues to be an area of concern.

State the measurable outcome the school plans to achieve	Our intended outcome is to reduce the number of students identified as having Moderate or Severe Chronic status by 10%, bringing the number of students to 21 or less.
Person responsible for monitoring outcome	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)
Evidence-based Strategy	The two evidence based strategies that will be the focus of our plan of improvement are: Parental Involvement - Effect Size .5: Parental involvement is a combination of commitment and active participation with the school community. Teacher/Student Relationships - Effect Size .72: Teachers who establish a personal and caring relationship and foster positive social interactions within their classrooms meet their students' needs for relatedness (or social connection to school).
Rationale for Evidence-based Strategy	The above mentioned evidence bases strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of students with attendance difficulties.

Action Step	
Description	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 and/or School Social Worker will conduct weekly check-in/conferences with students who demonstrate deficiencies in the area of attendance. 6. 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.

7. Students who were designated Severe Chronic during the 2018-2019 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   Lauren Piatt (lauren.piatt@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Family Events - Including but not limited to Donuts for Dads, Muffins for Moms, Booster-Thon, Lakeview's Got Talent, Family Picnic, and the Fall Carnival.

Publix Family Math Night - Families will experience how math connects to the real world as they search the aisles for answers to math questions and apply their math skills.

STEAM Night - Lakeview will initiate STEAM nights throughout the year to increase school, parent, and community connections and bring an awareness of career opportunities in these fields.

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.

The social-emotional need of the students at Lakeview Elementary are being bet in a variety of ways including but not limited to:
1. "Take 10" Mentoring Program - Identified students are assigned a mentor. Mentors meet with their mentee a minimum of 10 minutes per week. "Take 10" sessions are differentiated to meet the needs of indivuidal students with a focus on social and emotional learning, attendance, academic achievement. The "Take 10" Mentoring program has proven to be an impactful program which has supported increased academic achievement, improved behavior, and an increase in attendance.
2. Civility Squad - This program directly impacts all students through instruction focused on the 10 Keys to Civility, guiding principles and simple behaviors to improve the way we interact with one another. Student of the Month recognition is based on each of the guiding principles.
3. Mental Health Counseling - In coordination with the Florida Center, students requiring the highest level

of social-emotional support meet weekly with a licensed mental health counselor. The counselor frequently collaborates with families and teachers to share insight and strategies to support the students involved in counseling.

4. Small Group Support - Small groups meet weekly with either our school guidance counselor or social worker to provide direct instruction/support in the the following areas:

-Anger Management: Small group sessions to help students learn how to identify and appropriately express their anger.

-Anxiety: Providing students with the tools they need to overcome their anxious feelings.

-Divorce: Helping students cope with their parents' divorce.

-Grief: Small group sessions to help students with their grief.

-Making and Keeping Friends: Reflecting on the characteristics of good friends.

-Self Esteem - Small group sessions to boost students' confidence.

-Social Skills - Lessons to build and understanding of positive school behaviors.

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

The incoming Kindergarten cohort of students has several opportunities to acclimate to the Lakeview campus prior to arriving the first day of school. Opportunities include but are not limited to Kindergarten information sessions, tours, Kindergarten Round-Up, and Meet Your Teacher. In conjunction with The Patterson Foundation's Campaign for Grade Level Reading, families are also taught and provided activities that can be utilized prior to entering Kindergarten to support the transition. The cohort of Fifth Grade students that transition to our Middle Schools also have a variety opportunities to support their transition. Opportunities include but are not limited to articulation (transition) meeting for our 504 and SWD students, middle school visits, and school specific presentations.

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.

School leadership collaborates frequently and on an ongoing basis with all stakeholders to identify and align resources to meet the needs of all students and to maximize desired outcomes. The Continuous Improvement model is utilize to problem solve and determine how to best maximize our resources to have the highest impact.

Collaboration occurs through but not limited by:
School Leadership Team Meetings - weekly
Team Leader Meetings - monthly
Grade Level Collaborative Meetings - weekly
School Advisory Committee Meetings - monthly
PTO Meetings - monthly
Content Specific Committee Meetings - quarterly

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 Biz Town and/or Enterprise Village. Biz Town includes in class lessons focused on financial literacy, community, economy, work readiness, and business management. As a culminating activiity students will participate in the hands-on, simulated community with a visit from the BizTown mobile unit.

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.