

School District of Osceola County, FL

Lakeview Elementary School



2019-20 Schoolwide Improvement Plan

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Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Jose Vazquez

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (51%) 2016-17: A (65%) 2015-16: A (62%) 2014-15: A (64%)
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 Osceola 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 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	A	A

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

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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 between faculty, staff, parents and community members 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 to move students towards and beyond proficiency.

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
Shenuski, Tracy	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.
Fiola, Annamaria	School 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.
Smith, Amanda	Instructional 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
Walcott, Stephanie	Instructional 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.
Cleveland, Melanie	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.
Batista, Lynnette	Other	EES: ESOL Compliance, Instructional Support for Students and Teachers, and Professional Development
Macky, Joyce	Instructional Media	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
Howes, Kim	Other	ESE Compliance, student placement, teacher professional development, and small group instrucion
Todd, Amber	Instructional Coach	As a member of the leadership team responsibilities include intervention PD, work with Paraprofessionals (ELL, ESE, and General Education) to

Name	Title	Job Duties and Responsibilities
		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.
Pascual, Rhonda	Administrative Support	Title I Parent Liaison: Serve as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students.
Randolph, George	Other	School Safety Officer (SSO/SRO)

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	95	113	115	127	87	110	0	0	0	0	0	0	0	647
Attendance below 90 percent	17	11	8	5	5	9	0	0	0	0	0	0	0	55
One or more suspensions	1	0	3	0	4	3	0	0	0	0	0	0	0	11
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	5	23	29	0	0	0	0	0	0	0	57

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	1	1	5	3	0	0	0	0	0	0	11

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	3	3	10	16	6	10	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

53

Date this data was collected or last updated

Friday 9/27/2019

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

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

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	59%	53%	57%	61%	53%	55%
ELA Learning Gains	64%	56%	58%	59%	55%	57%
ELA Lowest 25th Percentile	57%	51%	53%	70%	53%	52%
Math Achievement	68%	55%	63%	68%	57%	61%
Math Learning Gains	67%	59%	62%	68%	58%	61%
Math Lowest 25th Percentile	49%	45%	51%	71%	49%	51%
Science Achievement	59%	49%	53%	59%	54%	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	95 (0)	113 (0)	115 (0)	127 (0)	87 (0)	110 (0)	647 (0)
Attendance below 90 percent	17 (18)	11 (13)	8 (12)	5 (11)	5 (8)	9 (14)	55 (76)
One or more suspensions	1 (0)	0 (0)	3 (0)	0 (0)	4 (0)	3 (4)	11 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	0 (12)	0 (6)	0 (13)	0 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (7)	23 (19)	29 (20)	57 (46)

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	50%	51%	-1%	58%	-8%
	2018	61%	51%	10%	57%	4%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	57%	51%	6%	58%	-1%
	2018	55%	48%	7%	56%	-1%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
05	2019	63%	48%	15%	56%	7%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		15%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	54%	10%	62%	2%
	2018	66%	51%	15%	62%	4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	63%	53%	10%	64%	-1%
	2018	66%	53%	13%	62%	4%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2019	67%	48%	19%	60%	7%
	2018	53%	52%	1%	61%	-8%
Same Grade Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	45%	12%	53%	4%
	2018	50%	49%	1%	55%	-5%
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	19	50	50	31	59	52	42				
ELL	35	60	80	52	64	47	46				
BLK	47	29		53	79						
HSP	52	66	64	66	69	48	57				
MUL	75			67							
WHT	65	68	62	71	64	42	64				
FRL	51	62	51	61	61	54	54				
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				

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	62
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	69
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	62
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	71
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	62
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	58
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.

Students with Disabilities (SWD) showed the lowest performance with an ESSA index of 45%. This is evidenced in our Lowest Quartile Math Achievement Level of 49%. An increase in the SWD population of students and a decrease in staff to serve them based on individual student needs has led to lower performance for this subgroup. Trends of time have shown that some staff members do not take ownership for the learning of ALL students. With the recent changes in the school's demographics, this has become a school wide area of focus and driver for additional supports and professional development to change teachers' perception of SWD and increase ownership of student achievement.

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

The data component with the greatest decline from the prior year is 3rd Grade ELA Achievement with a decrease from 61% to 50% proficiency. The student demographics of the school have changed rapidly including an increase in the percentage of SWD and ELL students. Teachers' approach to instruction was observed as a disconnect between the rigor demanded by the standards and what was being taught. Teacher ownership of intervention selection and monitoring of student progress toward proficiency can be improved.

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 data component with the greatest gap when compared to the state average was also 3rd Grade ELA Achievement. This data component was 8 percentage points below the State average. The student demographics of the school have changed rapidly including an increase in the percentage of SWD and ELL students. Teachers' approach to instruction was observed as a disconnect between the rigor demanded by the standards and what was being taught. Teacher ownership of intervention selection and monitoring of student progress toward proficiency can be improved.

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

The data components that showed the most improvement were 5th Grade ELA and Math Achievement. Teacher placement, the "right people in the right seats on the bus", plays a critical role in student success. In addition, instructional coaches and our interventionist modeled instructional practices for teachers, and the teachers embraced and implemented their learning. Students in the lowest quartile were scheduled into Dolphin University, an additional 50 minute block of time 4 days a week focused on ELA improvement.

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

There is a concerning number of students in grades kindergarten and one that have missed over 10% of the days thus far this school year. We believe that the impact of early on-set attendance issues increases the future disengagement in the process of school as well as intensified needs for additional supports. Addressing this primary early warning concern will help off-set potential student gaps in learning as they move through our school system.

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

1. ELA Achievement- in this category our primary priority is to focus on Tier 1 instruction with all students. Within the content, the kindergarten- first grade will have a renewed focus on phonics instruction to build a better foundation for all learners. In grades second through fifth, we will have a focus on reading to learn as a philosophy supported by common grade level essential standards and expectations for student learning. Specifically, all students will be involved in a read, talk, write, solve process also supported through instructional professional development to support writing as the evidence of learning.
2. Math LQ learning gains- This year we will be focusing our efforts in tier 1 instruction with specific regards to closing gaps in learning for our most struggling students. Interventions will be aligned to standards support remediation strategies and with increased support for helping students with universal skill gaps. Students will engage in the read, talk, write, solve model every day.
3. Science- Science strategies will be embedded in content areas for vocabulary development and reading support. We will continue to plan for instruction with the end in mind and analyze student needs based on common evidence of performance through common assessments and benchmark

assessments provided.

4. Post-secondary will be a renewed focus this year. By providing purposeful opportunities for students to engage in real world application lessons we can help students, even at an early age, make connections to the whole-school K20+ cycle.

5. PLC will continue to be our emphasis in developing a high performing, healthy culture based on student achievement. Collaboration, teacher ownership of student performance data, and rigorous lessons will positively impact the cycle of increasing student achievement results for all.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
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 including ELL and ESE 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.
State the measurable outcome the school plans to achieve	<p>The intended out come of this focus area is to increase collaboration in the area of task analysis and standards alignment and the utilization of our part time EES and our school's ELL Task Force. There will be a cohesive instructional plan in place that addresses the desired student performance outcome for all student sub-groups. We will target language learning components in our walk-throughs to ensure a culture of inclusive, supportive learning structures for all students.</p> <p>Data points to monitor include:</p> <ul style="list-style-type: none"> ELA Achievement Goal: 63% ELA Gains Goals: 68% ELA lowest 25% Goal: 61% Increase proficiency of Students with Disabilities in ELA from 19% to 31% Increase proficiency of Students who are English Language Learners from 35% to 42% Implementation of School-wide Grade Level Expectation Guide Student evidence of tasks aligned to the depth of the standards
Person responsible for monitoring outcome	Stephanie Walcott (stephanie.walcott@osceolaschools.net)
Evidence-based Strategy	<p>Identify Grade Level Expectations, distribute, train and support the District Curriculum Unit Plans, and coach teachers toward a better understanding of implementation and monitoring for evidence of students' acquisition of grade level standard to ensure a learning progression for PK through Grade 5 and beyond. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	<p>Learning progression is the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. In relation to learning standards, a school wide Grade Level Expectation Guide will be implemented to foster concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education. Lack of this understanding has been observed in classrooms and is a contributing factor to the learning gaps we have seen. Our ELL population has tripled in the last 5 years and comprises 26% of the student body. In response to this changing demographic, we must focus on teacher development and use of ELL strategies.</p>
Action Step	

This action plan is centralized around teams of teachers who will assess the quality of tasks assigned to essential standards to insure alignment from classroom to classroom. This will guarantee a consistent and viable curriculum. A structure for collection of evidence, professional development, problem-solving, and resource support through PLCs and the Coaching Cycle will be put into place through scheduling time for collaboration, specific staff assignments and increased use of technology.

Step 1- Share the WHY behind teaching to essential standards with rigorous tasks to all learners including students who struggle demonstrating mastery. Provide professional development utilizing our part time EES and the ELlevation platform, as well as, other applicable strategies and resources to ensure teachers have the tools they need to serve ELL students in an inclusive and supportive educational setting. This will be addressed during pre-planning, on-going support from administration and the instructional coaches, and collaborative planning times throughout the year.

Step 2- Work with each team to implement the ESSENTIAL standards outlined in our District Curriculum Unit Plans and school-wide Grade Level Expectations, ELL strategies, and the use of student data and grade level performance expectations as means to monitor student and teacher progress.

Step 3- Collect student work samples monthly to use in the pervasive development of common assessments derived from the essential standards. (Coaches)

Description

Step 4- Provide on-going support for these tasks through the PLC support rotation schedule. Leadership team members will support teams during PLCs as we gradually release the responsibility of data collection and intervention placement. The MTSS process will mirror Stocktake and require teams to report student data prior to the MTSS decision making meeting. ELL and Content specific support will be provided by instructional coaches, guidance, EES, RCS, and the administrative team.

Step 5- Chart Progress, and problem solving around live data will be shared through regular grade level MTSS meeting and the Stocktake process.

Step 6- Ongoing Professional Development will be offered bimonthly during planning and monthly during staff PLC time and will include the following:

Grade Level Expectations and Content Specific Timelines for Instruction

Aligning Standards and Task to ensure Rigor (process) Student Evidence of Learning (product)

Instructional Strategies for English Language Learners Ellevation

Co-teach models to support Students with Disabilities

Intervention selection, implementation, and monitoring for MTSS

Utilizing TEAMS to share common lessons, tasks, assessments, and outcome data

Using FOCUS and Grade Cam to their fullest potential for monitoring common data across the grade level

Person

Responsible

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	<p>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 including ELL and ESE 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. In addition, 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.</p>
State the measurable outcome the school plans to achieve	<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>Math Achievement Goal: 71 Math Gains Goal: 70 Math Lowest 25% Goal: 54% Increase proficiency of Students with Disabilities in Math from 31% to 38% Increase proficiency of Students who are English Language Learners from 52% to 57%</p>
Person responsible for monitoring outcome	Amanda Smith (amanda.smith@osceolaschools.net)
Evidence-based Strategy	<p>Identify Grade Level Expectations and coach teachers toward a better understanding of implementation and monitoring of students' acquisition of grade level standards. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	<p>Learning progression is the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. In relation to learning standards, our District Curriculum Unit Plans and a school wide Grade Level Expectation Guide will be implemented to foster concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education. Lack of this understanding has been observed in classrooms and is a contributing factor to the learning gaps we have seen. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p>
Action Step	
Description	<p>This action plan is centralized around teams of teachers who will assess the quality of tasks assigned to essential standards to insure alignment from classroom to classroom. This will guarantee a consistent and viable curriculum. A structure for collection of evidence, professional development, problem-solving, and resource support through PLCs and the Coaching Cycle will be put into place through scheduling time for collaboration,</p>

specific staff assignments and increased use of technology.

Step 1- Share the WHY behind teaching to essential standards with rigorous tasks to all learners including students who struggle demonstrating mastery. This will be addressed during pre-planning, on-going support from administration and the instructional coaches, and collaborative planning times throughout the year.

Step 2- Work with each team to implement the ESSENTIAL standards outlined in our District Curriculum Unit Plans and our school-wide Grade Level Expectations, using student data, and grade level performance expectations as means to monitor student and teacher progress.

Step 3- Collect student work samples monthly to use in the pervasive development of common assessments derived from the essential standards. (Coaches)

Step 4- Provide on-going support for these tasks through the PLC support rotation schedule. Leadership team members will support teams during PLCs as we gradually release the responsibility of data collection and intervention placement. The MTSS process will mirror Stocktake and require teams to report student data prior to the MTSS decision making meeting. Content specific support will be provided by instructional coaches, guidance, EES, RCS, and the administrative team.

Step 5- Chart Progress, and problem solving around live data will be shared through regular grade level MTSS meeting and the Stocktake process.

Step 6- Ongoing Professional Development will be offered bimonthly during planning and monthly during staff PLC time and will include the following:

Grade Level Expectations and Content Specific Timelines for Instruction

Aligning Standards and Task to ensure Rigor (process) Student Evidence of Learning (product)

Instructional Strategies for English Language Learners Ellevation

Co-teach models to support Students with Disabilities

Intervention selection, implementation, and monitoring for MTSS

Utilizing TEAMS to share common lessons, tasks, assessments, and outcome data

Using FOCUS and Grade Cam to their fullest potential for monitoring common data across the grade level

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

#3	
Title	Ensure high levels of science achievement for all students.
Rationale	It is important to have a clear direction for the results of collaborative practice. By identifying the most essential standards in Science we can ensure that ALL student sub-groups including ELL and ESE 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. Over a 3 year period we have lost 15 points in Science Achievement. We gained 3 points over last year. There is a need to strengthen Science instruction in all grade levels and to incorporate Science content during the ELA block.
State the measurable outcome the school plans to achieve	The intended out come of this focus area is to increase collaboration in the area of task analysis and standards alignment and the utilization of our part time EES and our school's ELL Task Force. 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. We will plan to increase Science Achievement from 59% to 63%.
Person responsible for monitoring outcome	Amanda Smith (amanda.smith@osceolaschools.net)
Evidence-based Strategy	Identify Grade Level Expecatations and coach teachers toward a better understanding of implementation and monitoring of students' acquisition of grade level standards. Implement literacy strategies during the Science block. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Learning progression is the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. In relation to learning standards, our District Curriculum Unit Plan and a school wide Grade Level Expectation Guide will be implemented to foster concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education. Lack of this understanding has been observed in classrooms and is a contributing factor to the learning gaps we have seen.
	Science is about generating and interpreting data. But it is also about communicating facts, ideas, and hypotheses. Scientists write, speak, debate, visualize, listen, and read about their specialties daily. For students unfamiliar with the language or style of science, the deceptively simple act of communication can be a barrier to understanding or becoming involved with the science.
Action Step	
Description	This action plan is centralized around teams of teachers who will assess the quality of tasks assigned to essential standards to insure alignment from classroom to classroom.

This will guarantee a consistent and viable curriculum. A structure for collection of evidence, professional development, problem-solving, and resource support through PLCs and the Coaching Cycle will be put into place through scheduling time for collaboration, specific staff assignments and increased use of technology.

Step 1- Share the WHY behind teaching to essential standards with rigorous tasks to all learners including students who struggle demonstrating mastery. This will be addressed during pre-planning, on-going support from administration and the instructional coaches, and collaborative planning times throughout the year.

Step 2- Work with each team to implement the ESSENTIAL standards outlined in our School-wide Grade Level Expectations, using student data, and grade level performance expectations as means to monitor student and teacher progress.

Step 3- Collect student work samples monthly to use in the pervasive development of common assessments derived from the essential standards. (Coaches)

Step 4- Provide on-going support for these tasks through the PLC support rotation schedule. Leadership team members will support teams during PLCs as we gradually release the responsibility of data collection and intervention placement. The MTSS process will mirror Stocktake and require teams to report student data prior to the MTSS decision making meeting. Content specific support will be provided by instructional coaches, guidance, EES, RCS, and the administrative team.

Step 5- Chart Progress, and problem solving around live data will be shared through regular grade level MTSS meeting and the Stocktake process.

Step 6- Ongoing Professional Development will be offered bimonthly during planning and monthly during staff PLC time and will include the following:

Grade Level Expectations and Content Specific Timelines for Instruction

Aligning Standards and Task to ensure Rigor (process) Student Evidence of Learning (product)

Instructional Strategies for English Language Learners Ellevation

Co-teach models to support Students with Disabilities

Intervention selection, implementation, and monitoring for MTSS

Utilizing TEAMS to share common lessons, tasks, assessments, and outcome data

Using FOCUS and Grade Cam to their fullest potential for monitoring common data across the grade level

Person

Responsible

Amanda Smith (amanda.smith@osceolaschools.net)

#4	
Title	Ensure a schoolwide post secondary culture for all students.
Rationale	By creating a post secondary culture in elementary school, the hope is that students will aspire to a lifelong path toward a career, higher education and deeper learning. To reach that goal, we will increase opportunities for demonstration of Respectful, Responsible, Problem Solvers along with no excuses for poor effort. This message is critically important for staff and students. Including in this culture is a school wide belief that all students can excel. "Waiting until they are in high school for college readiness is as crazy as starting parenting when a kid is 13. You miss the opportunity. For kids who live in poverty, it will take a childhood to break down myths about college and get the child to the place where they can see college in their future." (Education Week,2019).
State the measurable outcome the school plans to achieve	<p>The intended out come of this focus area is to build a strong post-secondary culture through community involvement, special events and post-secondary topics embedded in the regular curriculum. If this is the case, student understanding of post secondary options 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>We will increase participation by 3% for the following activities: STEM opportunities at all grade levels College and Career days Lessons aligned to the real world including writing about careers</p> <p>Dolphin University - increase proficiency for lowest 25% in ELA to 61%.</p>
Person responsible for monitoring outcome	Annamaria Fiola (annamaria.fiola@osceolaschools.net)
Evidence-based Strategy	Identify Grade Level Expectations for post-secondary learning and coach teachers toward a better understanding of implementation and monitoring for evidence of students' knowledge to ensure a learning progression for PK through Grade 5 as they read, write, talk, and solve around college and career topics. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Learning progression is the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. In relation to understanding post-secondary options, specific grade level activities and events will be implemented to foster concise, clearly articulated descriptions of what students should know at a specific stage of their education.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop and deliver a school wide college and career ready checklist by grade level. 2. Plan and deliver evening events to inform parents about post-secondary options.

3. Involve community members, colleges, and universities in the classrooms during Great American Teach In type events.
4. Work toward a post-secondary mentoring program for intermediate students.
5. Initiate a "scholars" type club open to ALL students and dedicated to building enthusiasm for forward thinking.
6. Implement the 'Homework Diner' project with support of Title I.

Person Responsible Rhonda Pascual (rhonda.pascaul@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	<p>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?</p> <p>The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.</p> <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.</p>
State the measurable outcome the school plans to achieve	<p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA Achievement Goal: 63%</p> <p>ELA Gains Goals: 68%</p> <p>ELA lowest 25% Goal: 61%</p> <p>Increase proficiency of Students with Disabilities in ELA from 19% to 31%</p> <p>Increase proficiency of Students who are English Language Learners from 35% to 42%</p> <p>Math Achievement Goal: 71</p> <p>Math Gains Goal: 70</p> <p>Math Lowest 25% Goal: 54%</p> <p>Increase proficiency of Students with Disabilities in Math from 31% to 38%</p> <p>Increase proficiency of Students who are English Language Learners from 52% to 57%</p>
Person responsible for monitoring outcome	Amanda Smith (amanda.smith@osceolaschools.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. 3. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 4. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 5. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

**based
Strategy**

Action Step

- 1.Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.
2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.
- 3.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.
4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.
5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.
6. A PLC Guiding Coalition will be formed to oversee the process.
7. District formative assessments will be given every four and a half weeks in all accountability areas.
8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

Description

**Person
Responsible**

Amanda Smith (amanda.smith@osceolaschools.net)

#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.
State the measurable outcome the school plans to achieve	We will increase attendance at family engagement events by 3%. Planned events include: Homework Cafe, Cultural Sensitivity Training, 5 Levels of Parent Involvements, ELlevation, Math Night, STEM Night, Literacy Event, Student of the Month celebrations, and parent conference nights.
Person responsible for monitoring outcome	Rhonda Pascual (rhonda.pascaul@osceolaschools.net)
Evidence-based Strategy	Parent Engagement Events on these varied topics will be provided throughout the year. Attendance and monitoring for completion will fall under the Parent Liaison duties. Flyers in English and Spanish, sign up sheets, social media and debrief sessions with the leadership team will be used when designing our activities in order to increase participation, monitor attendance numbers and refine the process for future events. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education.
Action Step	
Description	<ol style="list-style-type: none"> 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	Rhonda Pascual (rhonda.pascaul@osceolaschools.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, 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 strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

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

The Leadership team meets weekly to discuss the needs of the school, classrooms, groups, and individual students. We use data from assessments to identify 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/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:

Provide a well-rounded education,

Improve safe and healthy school conditions and

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 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.

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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				\$3,025.53
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0801 - Lakeview Elementary School			\$3,025.53
			<i>Notes: SAI funds will be used to implement the Dolphin University Tutoring program.</i>			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students.				\$0.00
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.				\$0.00
4	III.A.	Areas of Focus: Ensure a schoolwide post secondary culture for all students.				\$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$0.00
6	III.A.	Areas of Focus: Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.				\$2,474.54
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0801 - Lakeview Elementary School	Title, I Part A		\$2,474.54
			<i>Notes: Homework Diner (Title I PEFP)</i>			
Total:						\$5,500.07