

Orange County Public Schools

Lake Weston Elementary



2019-20 Schoolwide Improvement Plan

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Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

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

Demographics

Principal: Meigan Rivera

Start Date for this Principal: 7/25/2018

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 Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: F (31%) 2016-17: D (40%) 2015-16: F (23%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Orange 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	F	D	F

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Leslie, James	Principal	
Brooke, Nicole	Other	
Lemon-Brookins, Shayana	Assistant Principal	
Ayala, Lauren	Other	
Diaz, Edgardo	Instructional Coach	
Hejtmanek, Heather	Other	
Rodriguez, Maria	Instructional Coach	
Scheff, Jessica	Instructional Media	
Szymanski, Kelly	Other	

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	98	103	94	83	73	75	0	0	0	0	0	0	0	526
Attendance below 90 percent	30	26	22	13	10	11	0	0	0	0	0	0	0	112
One or more suspensions	6	8	7	4	6	11	0	0	0	0	0	0	0	42
Course failure in ELA or Math	29	23	8	9	4	15	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	11	22	29	0	0	0	0	0	0	0	62

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

34

Date this data was collected or last updated

Tuesday 8/20/2019

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	25	34	21	23	20	16	0	0	0	0	0	0	0	139
One or more suspensions	3	21	15	20	15	26	0	0	0	0	0	0	0	100
Course failure in ELA or Math	17	19	18	21	0	9	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	38	36	61	0	0	0	0	0	0	0	135

The number of students 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	8	20	10	31	23	31	0	0	0	0	0	0	0	123

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	25	34	21	23	20	16	0	0	0	0	0	0	0	139
One or more suspensions	3	21	15	20	15	26	0	0	0	0	0	0	0	100
Course failure in ELA or Math	17	19	18	21	0	9	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	38	36	61	0	0	0	0	0	0	0	135

The number of students 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	8	20	10	31	23	31	0	0	0	0	0	0	0	123

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	45%	57%	57%	32%	54%	55%
ELA Learning Gains	66%	58%	58%	44%	58%	57%
ELA Lowest 25th Percentile	61%	52%	53%	47%	53%	52%
Math Achievement	56%	63%	63%	38%	61%	61%
Math Learning Gains	71%	61%	62%	47%	64%	61%
Math Lowest 25th Percentile	55%	48%	51%	43%	54%	51%
Science Achievement	45%	56%	53%	30%	50%	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	98 (0)	103 (0)	94 (0)	83 (0)	73 (0)	75 (0)	526 (0)
Attendance below 90 percent	30 (25)	26 (34)	22 (21)	13 (23)	10 (20)	11 (16)	112 (139)
One or more suspensions	6 (3)	8 (21)	7 (15)	4 (20)	6 (15)	11 (26)	42 (100)
Course failure in ELA or Math	29 (17)	23 (19)	8 (18)	9 (21)	4 (0)	15 (9)	88 (84)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (38)	22 (36)	29 (61)	62 (135)

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	39%	55%	-16%	58%	-19%
	2018	33%	55%	-22%	57%	-24%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	52%	57%	-5%	58%	-6%
	2018	32%	54%	-22%	56%	-24%
Same Grade Comparison		20%				
Cohort Comparison		19%				
05	2019	39%	54%	-15%	56%	-17%
	2018	24%	55%	-31%	55%	-31%
Same Grade Comparison		15%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	62%	-9%	62%	-9%
	2018	40%	61%	-21%	62%	-22%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	56%	63%	-7%	64%	-8%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		18%				
Cohort Comparison		16%				
05	2019	53%	57%	-4%	60%	-7%
	2018	14%	59%	-45%	61%	-47%
Same Grade Comparison		39%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	54%	-11%	53%	-10%
	2018	27%	53%	-26%	55%	-28%
Same Grade Comparison		16%				
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	15	67	64	10	50	47					
ELL	47	73		63	85		55				
BLK	44	67	53	53	63	41	36				
HSP	48	67	71	62	84	77	56				
FRL	45	66	69	56	70	60	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	27	29	6	9	13	13				
ELL	26	32	25	38	45	27	20				
BLK	26	33	38	27	26	21	20				
HSP	34	39	25	35	35	20	46				
WHT	38			31							
FRL	29	36	38	29	31	23	29				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	26	23	14	32	42					
ELL	20	43	47	29	46	64					
BLK	28	39	38	37	40	28	32				
HSP	35	47	50	43	57	53	14				
WHT	36			29							
FRL	32	44	44	40	47	41	30				

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	58
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	65
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	65
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	51
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	66
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
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.

ELA and Science proficiency were our lowest areas of performance, at 45%. However this was a 15% increase in ELA and 16% increase in Science over the previous year's scores. Contributing factors are a lack of foundational skills and knowledge of prerequisite standards.

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

N/A - all performance areas showed significant improvement over the previous year.

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.

ELA proficiency showed the largest gap when compared with the state average (12%). The contributing factors are those mentioned in section above. However, it is important to note that ELA proficiency increased 15% over the previous year's scores.

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

Math learning gains showed the greatest increase (29% to 71%). Lake Weston received a new administration, new coaches and support staff, new teachers and a more intense focus on standards based planning, instruction and assessment.

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

The greatest area of concern is attendance below 90%. Although the number of students did decrease from 139 - 112, it is still a significant number.

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

1. ELA Proficiency
2. Science Proficiency
3. Math Proficiency
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	We will increase the overall ELA proficiency and learning gains by providing targeted professional development, restructured support for both primary and intermediate grades, and a more strategic focus on writing instruction.
Rationale	This area of focus was selected as 45% of our students were proficient on the ELA portion of the Florida Standards Assessment and 66% of all students demonstrated a learning gain. Although this was a significant increase from the prior year, ELA was one of our lowest performance areas.
State the measurable outcome the school plans to achieve	The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the Florida Standards Assessment.
Person responsible for monitoring outcome	James Leslie (james.leslie@ocps.net)
Evidence-based Strategy	Professional Learning Communities and Professional Development opportunities will be utilized to support this area of focus.
Rationale for Evidence-based Strategy	These strategies will be used in an effort to build teacher capacity, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development opportunities targeting standards based planning, instruction and assessment. 2. Adding instructional resource positions to support primary grades with reading and math. 3. Provide professional development opportunities targeting writing instruction, specifically creating a deeper understanding of the writing standards and creating grade level expectations for writing. 4. Implement the Minority Achievement Office's Acceleration model of instruction for reading with our second grade students. 5. Provide extended learning opportunities for targeted students.
Person Responsible	Shayana Lemon-Brookins (shayana.lemon-brookins@ocps.net)

#2	
Title	Increase the overall math proficiency and learning gains by providing targeted support for primary grades, professional development that will focus on standards-based instruction and assessment.
Rationale	This area of focus was selected as 56% of our students were proficient on the math portion of the Florida Standards Assessment and 55% of our lowest 25% demonstrated a learning gain. Although this was a significant increase from the prior year, we want to see a continued increase in math achievement, particularly with our lowest 25%.
State the measurable outcome the school plans to achieve	The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the math portion of the Florida Standards Assessment.
Person responsible for monitoring outcome	James Leslie (james.leslie@ocps.net)
Evidence-based Strategy	Professional Learning Communities, the coaching cycle, and professional development opportunities will be utilized to support this area of focus.
Rationale for Evidence-based Strategy	These strategies will be used in an effort to build teacher capacity, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Adding instructional resource positions to support primary grades with math 2. Provide professional development opportunities targeting standards based planning, instruction, and assessment 3. Provide extended planning opportunities for math instruction 4. Provide a more structured framework for Professional Learning Communities 5. Implement a cycle of coaching and feedback to increase the use of effective pedagogical practices 6. Provide extended learning opportunities for targeted students
Person Responsible	Shayana Lemon-Brookins (shayana.lemon-brookins@ocps.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.

Lake Weston Elementary School develops family and community partnerships through numerous activities and initiatives. The Parent Engagement Liaison (PEL) will be responsible for coordinating all community-school events such as curriculum nights, awards ceremonies, ALPHA Family Fun Night. The role of the PEL is to further increase family involvement by working to remove barriers that prohibit families from engaging in school events at Lake Weston Elementary. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing translation for families who are not yet able to communicate in English. Lake Weston also has an established relationship with the Neighborhood Center for Families (NCF). This relationship is well established as it has been in existence for a number of years. The NCF is an agency supporting the local community. Lake Weston Elementary will continue to work in a collaborative manner with the NCF to ensure that the needs of students and families are met. Services offered include food and clothing assistance, parenting classes, and employment assistance. NCF also partially funds a resource teacher who helps to increase literacy for third grade students. A collaborative relationship has also been developed with Aspire, which is an organization who provides multiple levels of service for Lake Weston including in-class tutoring and therapeutic counseling services for the student population. Through the efforts of Partners in Education / Community Involvement committee, Lake Weston has established relationships with a variety of business and service entities. This list of partners include The Maitland Rotary, Chick fil'A, Costco, The Neighborhood Center for Families and the Community Health Centers.

PFEF Link

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

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

Lake Weston Elementary is cognizant of the importance of preparing students for transition from one school level to another. At the elementary level there is the transition from Pre-K to Kindergarten and from elementary school to middle school. In May of each school year, the Lake Weston Pre-K class tours the Kindergarten classrooms of Lake Weston Elementary. The objective of the tour is to provide students with an opportunity to interact with Kindergarten teachers and the Kindergarten classroom setting as they prepare to soon transition to the regular elementary school setting. When registering a child for Pre-Kindergarten and Kindergarten at Lake Weston Elementary, parents are welcomed with the opportunity to schedule a visit to the Pre-Kindergarten and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified Pre-Kindergarten and Kindergarten teachers. Parents are also encouraged to bring their child to the meet the teacher event during teacher pre-planning week as well as participate in Kindergarten open house during the school-wide Open House occurring in September. Additionally, throughout the school year, 5th grade students are exposed to activities that prepare them for the transition to middle school. Finally, each spring, the school partners with the feeder school and invites the 6th grade administrators and deans to the school campus for an informal orientation. After the orientation, students are then scheduled for visits at their feeder pattern middle school.

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

The Lake Weston administration and leadership team play a vital and prominent role in meeting the needs of all students and maximizing outcomes. The driving force behind meeting the needs of all learners is the Multi-Tier Support Systems (MTSS) process. As a member of the leadership team, the principal and assistant principal provide direction for the problem solving process by reviewing adherence to the process in the capacity of classroom observations, informal classroom visits, data

meetings, and formal MTSS meetings with appropriate personnel. The instructional support coaches, including the curriculum resource teacher, reading specialist, math coach, and instructional coach, provide guidance through the process of coaching teachers on the implementation and use of high-yield strategies, identification of appropriate curriculum and intervention materials and resources. The staffing specialist supports teachers during data meetings in the identification of students needing Tier III interventions. The assigned school psychologist will work collaboratively with the staffing specialist in providing expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings and assisting in the creation of MTSS academic and behavior action/support plans. The staffing specialist will also provide guidance to the teachers in the process of collecting and analyzing data and using the data to make data-driven decisions regarding appropriate strategies and interventions for identified students. When deemed necessary, based on data, the school psychologist will initiate and complete the required psychological and aptitude assessment.

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

Describe the 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.

Title One resources will be utilized to purchase added resource positions to provide additional support with reading and math to all grade levels, as well as MTSS support. Also, resources will be used to purchase standards based intervention materials. Resource positions will be used to build teacher capacity by supporting standards based planning, instruction and assessment. These positions will also support increasing student achievement by providing small group instruction to our lowest 25% and other targeted students. Finally, resources will be used to provide extended learning opportunities for students and extended planning opportunities for teachers.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: We will increase the overall ELA proficiency and learning gains by providing targeted professional development, restructured support for both primary and intermediate grades, and a more strategic focus on writing instruction.	\$0.00
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2	III.A.	Areas of Focus: Increase the overall math proficiency and learning gains by providing targeted support for primary grades, professional development that will focus on standards-based instruction and assessment.	\$0.00
Total:			\$0.00