

School District of Osceola County, FL

Lakeview Elementary School



2020-21 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: 6/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	A

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SIP Authority

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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.

Lakeview Elementary will continue to improve performance through developing a culture of shared excellence among 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Cleveland, Melanie	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 math/science 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.
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 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

Name	Title	Job Duties and Responsibilities
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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)
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Vazquez, Jose	Assistant 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.
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Demographic Information

Principal start date

Monday 6/1/2020, Jose Vazquez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

38

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners* Black/African American Students

(subgroups below the federal threshold are identified with an asterisk)	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%)
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 .	

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	100	94	103	111	120	91	0	0	0	0	0	0	0	619
Attendance below 90 percent	0	6	4	6	5	5	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	6	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	3	0	0	0	0	0	0	0	0	3

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	5	5	12	12	7	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/9/2020

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	
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	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

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	
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	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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%				
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 using Corrective Reading Curriculum.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

There is a concerning number of students in grades kindergarten and one that has 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. Instructional Practice specifically relating to ELA

Area of Focus Description and 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 use of high-quality, complex tasks to determine performance is critical in the development of lessons aligned to the standard. 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. Teachers will develop and implement lessons in which students will receive core instruction and targeted interventions that meet individual needs.

Measurable Outcome:

The intended outcome 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.
 Data points to monitor include:
 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:

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.

Rationale for Evidence-based Strategy:

A guaranteed and viable curriculum (GVC) is the single most important initiative a school can engage in to raise student achievement (Marzano, 2003). A GVC ensures that all students have an equal opportunity to learn and have access to the knowledge and skills need to be ready for the next grade level. The continued development of a school wide Grade Level Expectation Guide will lead toward clarity for vertical sequencing from grade level to grade level and ensure that all students are prepared for middle school and beyond. We have continued to see students promoted without the skills necessary to be successful in the next grade level creating a gap in their learning. Increased collaboration in PLCs and support from instructional coaches will increase alignment from classroom to classroom to guarantee consistent and viable curriculum and the proper use of resources and technology.

Action Steps to Implement

Step 1- The Leadership Team will share the WHY behind teaching to essential standards with rigorous tasks to all learners. Leadership Team.

Step 2- Instructional Coaches will work with each team to implement the ESSENTIAL standards using the Curriculum Unit Plans and Grade Level Expectations and to use data to monitor student progress.

Step 3- Instructional Coaches will collect student work samples monthly to encourage the use of common assessments aligned to essential standards.

Step 4- The Leadership Team will provide on-going support of these tasks through PLCs. The Principal and Assistant Principal will monitor for accountability.

Step 5- The Leadership Team will chart progress and guide problem solving around live data during grade level PS/Rtl meetings with grade levels.

Step 6- Bimonthly Professional Development will be offered: Grade Level Standards and Expectations, Aligning Standards and Task, Monitoring Student Progress, and Instructional Strategies for ELL and ESE

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

#2. Instructional Practice specifically relating to Math

Ensure high levels of mathematics 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 Math we can ensure that ALL student sub-groups including ELL and ESE are receiving instruction

Area of Focus

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.

Description and Rationale:

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.

Measurable Outcome:

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 subgroups.

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%

Person responsible for monitoring outcome:

Amanda Smith (amanda.smith@osceolaschools.net)

Evidence-based Strategy:

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 f Focus through the School Stocktake Model.

Rationale for Evidence-based Strategy:

A guaranteed and viable curriculum (GVC) is the single most important initiative a school can engage in to raise student achievement (Marzano, 2003). A GVC ensures that all students have an equal opportunity to learn and will have access to the knowledge and skills need to be ready for the next grade level. The continued development of a school wide Grade Level Expectation Guide will lead toward clarity for vertical sequencing from grade level to grade level and ensure that all students are prepared for middle school and beyond. We have continued to see students. Implementation will involve collaboration among PLC members and instructional coaches who will assess the quality of tasks and monitor alignment from classroom to classroom to guarantee consistent and viable curriculum and the proper use of resources and technology. Through the collection of evidence, professional development and problem-solving will occur.

Action Steps to Implement

Step 1- The Leadership Team will share the WHY behind teaching to essential standards with rigorous tasks to all learners. Leadership Team.

Step 2- Instructional Coaches will work with each team to implement the ESSENTIAL standards using the Curriculum Unit Plans and Grade Level Expectations and to use data to monitor student progress.

Step 3- Instructional Coaches will collect student work samples monthly to encourage use common assessments aligned to essential standards.

Step 4- The Leadership Team will provide on-going support of these tasks through PLCs. The Principal and Assistant Principal will monitor for accountability.

Step 5- The Leadership Team will chart progress and guide problem solving around live data during grade level PS/Rtl meetings with grade levels.

Step 6- Bimonthly Professional Development will be offered: Grade Level Standards and Expectations, Aligning Standards and Task, Monitoring Student Progress, and Instructional Strategies for ELL and ESE

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

#3. Instructional Practice specifically relating to Science

Ensure high levels of science achievement for all students.

Rationale

Area of Focus Description and 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.

Measurable Outcome:

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 subgroups. We 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 Expectations 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 Mode.

Rationale for Evidence-based Strategy:

A guaranteed and viable curriculum (GVC) is the single most important initiative a school can engage in to raise student achievement (Marzano, 2003). A GVC ensures that all students have an equal opportunity to learn and have access to the knowledge and skills need to be ready for the next grade level. The continued development of a school wide Grade Level Expectation Guide will lead toward clarity for vertical sequencing from grade level to grade level and ensure that all students are prepared for middle school and beyond. We have continued to see students promoted without the skills necessary to be successful in the next grade level creating a gap in their learning. Increased collaboration in PLCs and support from instructional coaches will increase alignment from classroom to classroom to guarantee consistent and viable curriculum and the proper use of resources and technology.

Action Steps to Implement

Step 1- The Leadership Team will share the WHY behind teaching to essential standards with rigorous tasks to all learners. Leadership Team.

Step 2- Instructional Coaches will work with each team to implement the ESSENTIAL standards using the Curriculum Unit Plans and Grade Level Expectations and to use data to monitor student progress.

Step 3- Instructional Coaches will collect student work samples monthly to encourage use common assessments aligned to essential standards.

Step 4- The Leadership Team will provide on-going support of these tasks through PLCs. The Principal and Assistant Principal will monitor for accountability.

Step 5- The Leadership Team will chart progress and guide problem solving around live data during grade level PS/Rtl meetings with grade levels.

Step 6- Bimonthly Professional Development will be offered: Grade Level Standards and Expectations, Aligning Standards and Task, Monitoring Student Progress, and Instructional Strategies for ELL and ESE

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

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	<p>In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA replaces the former federal education law, commonly referenced as No Child Left Behind, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). Through ESSA states, districts, and schools are held accountable for growth in specified subgroups. Our school will exemplify excellence and equity such that all students are equipped with the knowledge and skills to be successful in the next stage of their chosen college or career path. This can be achieved by focusing our work around rigorous standards, aligned assessments, consistent accountability and by striving to meet the goals of our other focus areas, ELA, Math, Science, Post-Secondary culture, and Social and Emotional Learning and providing individualized support and opportunities for all students especially those who are furthest behind.</p>
Measurable Outcome:	<p>Improved student achievement in the areas of ELA and Math. Our primary goal is to increase SWD math proficiency from 31% to 38% and SWD ELA proficiency from 19%-31% . We also aim to increase proficiency for our ELL students in ELA from 35%-42% and math from 52% to 57%.</p>
Person responsible for monitoring outcome:	<p>Amber Todd (amber.todd@osceolaschools.net)</p>
Evidence-based Strategy:	<p>In order to achieve measurable outcomes and to address the needs for improvement with the ESSA subgroups, teachers will monitor data weekly, share data outcomes and trends in PLC meetings. Teachers will analyze weekly students' achievements, common assessment data, and effective teaching strategies. The expected outcomes will occur by ensuring and implementing standards based lessons. Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used. Instructional Coaches will model lessons, collect student work samples, and provide needed support. Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also take account of their own learning, set measurable goals, and identify their strengths and weaknesses. To achieve the measurable outcomes, teachers will unpack standards, analyze data, and scaffold.</p>
Rationale for Evidence-based Strategy:	<p>A guaranteed and viable curriculum (GVC) is the single most important initiative a school can engage in to raise student achievement (Marzano, 2003). A GVC ensures that all students have an equal opportunity to learn and have access to the knowledge and skills need to be ready for the next grade level. The continued development of a school wide Grade Level Expectation Guide will lead toward clarity for vertical sequencing from grade level to grade level and ensure that all students are prepared for middle school and beyond. We have continued to see students promoted without the skills necessary to be successful in the next grade level creating a gap in their learning. Increased collaboration in PLCs and support from instructional coaches will increase alignment from classroom to classroom to guarantee consistent and viable curriculum and the proper use of resources and technology.</p>

Action Steps to Implement

Step 1- The Leadership Team will share the WHY behind teaching to essential standards with rigorous tasks to all learners. Leadership Team.

Step 2- Instructional Coaches will work with each team to implement the ESSENTIAL standards using the Curriculum Unit Plans and Grade Level Expectations and to use data to monitor student progress.

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Step 4- The Leadership Team will provide on-going support of these tasks through PLCs. The Principal and Assistant Principal will monitor for accountability.

Step 5- The Leadership Team will chart progress and guide problem solving around live data during grade level PS/Rtl meetings with grade levels.

Step 6- Bimonthly Professional Development will be offered: Grade Level Standards and Expectations, Aligning Standards and Task, Monitoring Student Progress, and Instructional Strategies for ELL and ESE

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

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

When all children are educated in places of equity, safety, and learning, and when they receive the integrated academic, social, and emotional supports that meet their individual needs, then they can achieve their greatest potential in K-12 education, as well as in college, career, and life (Center to Improve Social and Emotional Learning and School Safety).
 Students will gain an understanding of how to use social emotional learning skills to improve their problem solving, self regulation, and internalizing skills such as common language for staff, enhance PLC and faculty meeting work/conversations, connect student social emotional learning to academic work, and establish positive learning habits where students interact more positively with each other. In all these factors will improve student motivation to come to school and improve attendance for all students. Improved social and emotional well-being will lead to raised student academic achievement/ growth.

Measurable Outcome:

Lower Disciplinary Referral frequency by 20%
 Referrals / In-school Suspensions / Out of school suspension numbers will decrease by 20%
 Increase positive referrals by 50%

Person responsible for monitoring outcome:

Annamaria Fiola (annamaria.fiola@osceolaschools.net)

Evidence-based Strategy:

The Every Student Succeeds Act (ESSA) emphasizes evidence-based interventions while providing new flexibilities to states and districts with regard to the use of federal funds, including funds that could be used to support social and emotional learning (SEL).
 All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. Educators, students, families, and community members work together to support the healthy development of all students.

Rationale for Evidence-based Strategy:

The Center for Social and Emotional Foundations for Early Learning (www.csefel.vanderbilt.edu) outlines the following as most effective strategies. Self-awareness, accurately assessing one’s feelings, interests, values, and strengths; Self-management, regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; Social awareness, being able to take the perspective of and empathize with others; Relationship skills, establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed; and Responsible decision-making; making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

Action Steps to Implement

- Step 1- The Leadership Team will share the WHY behind SEL Programming and regularly share information about the school’s SEL programming successes.
- Step 2- The Principal, Assistant Principal, and School Counselor will develop an Infrastructure to Support SEL Programming including use of SEL lessons for all students and focused/tiered guidance groups.
- Step 3- The Leadership Team and the Title I Parent Liasion will nurture partnerships with families and the community.
- Step 4- The Leadership Team will provide on-going support and professional development. The Principal

and Assistant Principal will monitor for accountability.

Step 5 - The Leadership Team will chart progress and guide problem solving around live data during grade level PS/Rtl meetings with grade levels.

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

#6. Other specifically relating to Schoolwide Post Secondary Culture for All Students

Area of Focus Description and Rationale: 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).

Measurable Outcome: 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.
 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
 Dolphin University - increase proficiency for lowest 25% in ELA to 61%

Person responsible for monitoring outcome: Rhonda Pascual (rhonda.pascaul@osceolaschools.net)

Evidence-based Strategy: Development and implementation of a parent checklist will help families track whether a student is on track in each specific grade and ultimately each stage of schooling. It is important for parents to be informed and start guiding students early. We will involve our community and business partners in ways they can promote college and career awareness and work toward establishing mentoring opportunities, virtual field trips and online question and answer sessions. Students will develop their individual career portfolios to connect interest to skills, colleges, and jobs. What do you want to be when you grow up will be asked often with answers encouraged and additional questions asked to promote students thinking about their futures.

Rationale for Evidence-based Strategy: For the first time ever, the College Board is reaching below 6th grade in its college-readiness programming. Its Own the Turf initiative is aimed at K-12 school counselors. The goal is to provide every student with the inspiration, social capital, planning, and academic preparation to be ready for college. It is time to take action in educating our families and inspiring our youngest students. "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, Vol. 30, Issue 14, page 6).

Action Steps to Implement

Step 1- The Leadership Team will share the WHY behind school wide college and career readiness.
 Step 2- The Principal, Assistant Pirncipal, and Title I Parent Liaison will develop an Infrastructure to support the development and implementation of evening events to inform parents about post-secondary

options like the Great American Teach-in.

Step 3- The Leadership Team and the Title I Parent Liasion will nurture partnerships with families, community members, colleges, and universities.

Step 4- The Leadership Team and Title I Parent Liasion will 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.

Step 5 - The Leadership Team will chart progress and guide problem solving around live data during grade level PS/Rtl meetings with grade levels.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

There is a concerning number of students in grades kindergarten and one that has 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. Under the current conditions with students being both face to face and digital, we are working to monitor both environments, conduct parent conferences as needed for attendance and engagement and encourage ALL students to attend regularly and complete tasks on time and to the best of their ability. Admin and members of the leadership team will conduct virtual classroom visit to provide feedback for both teaching and learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Research has proven the importance of school culture as it relates to student achievement and teachers' attitudes toward their work. As a first year Principal with an Assistant Principal who is new to the school, we have a unique opportunity to listen, learn, and understand the current culture and to identify needed improvements. Information gathered from school and district climate surveys will be shared with all stakeholders, students, teachers, support staff, families, and community members. It is critical for everyone involved to feel heard and understood as plan for the new school year are formed. It is also important to

consider the history, values and beliefs. We will relaunch our school wide PBiS implementation and revitalize our school mascot, vision, mission, and school colors. Creating unity and pride is at the heart of culture within an organization. We will establish this through the use of common habits, traditions, and common language. A coherent vision will drive the common behavior exemplified by staff. The administrators, teachers, and staff will model the expected behaviors and acknowledge them in others. Students will receive Splash Cash to use to purchase items at our school's Splash Zone store. Teachers will earn lanyard and brag tags. Both students and teachers will be recognized during morning announcements.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,025.53
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	1020-DEFAULT AVERSION FEE	0801 - Lakeview Elementary School			\$3,025.53
			<i>Notes: SAI funds used to implement the Dolphin University Tutoring program</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
6	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture for All Students				\$2,592.51
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0801 - Lakeview Elementary School	Title, I Part A		\$2,592.51
			<i>Notes: Orlando Science Center STEM Night</i>			
Total:						\$5,618.04