

School District of Osceola County, FL

Lakeview Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	32
Budget to Support Goals	33

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	33

Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lakeview Elementary will improve student academic performance through a culture of care and collaboration among faculty, staff, parents, and community members that inspires students to be respectful, responsible, problem solvers.

Provide the school's vision statement.

To develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive learning environment that promotes equity and celebrates diversity

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cleveland, Melanie	Principal	Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a schoolwide 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, ensure that the budget supports the needs of students to increase achievement.
Vazquez, Jose	Assistant Principal	Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a schoolwide 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, ensure that the budget supports the needs of students to increase achievement.
Smith, Amanda	Math 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.
Todd, Amber	Instructional Coach	As a member of the leadership team responsibilities include intervention PD, work with Paraprofessionals (ELL, ESE, and General Education) to ensure high quality intervention practices, assist with standards based planning to the level of the standard, serve as a model for implementing intervention in the area of ELA and writing. Monitors the implementation of the school-wide PBiS plan and provides training and support. Facilitates the MTSS process and monthly meetings. Participates in Stocktake with a focus on ESSA sub groups.
Walcott, Stephanie	Reading Coach	Monitor student reading achievement, work with the coaching impact cycle to improve ELA instructional practice, model lessons, work with intervention to ensure progress towards increased proficiency, assist with MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in ELA.
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 as the test coordinator, participates in the MTSS process, monitors literacy achievement as a member of the leadership team. Participate in Stocktake with a focus on college and career.
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

Name	Position Title	Job Duties and Responsibilities
		designee, MTSS Coach, and Gifted point of contact. She monitors attendance and works with families in Transition.
Howes, Kim	Staffing Specialist	ESE Compliance, student placement, teacher professional development, and small group instruction.

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

39

Total number of students enrolled at the school

708

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	109	97	108	113	121	0	0	0	0	0	0	0	648
Attendance below 90 percent	7	10	17	10	12	14	0	0	0	0	0	0	0	70
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	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	20	25	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	23	35	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	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	4	5	0	0	0	0	0	0	0	9

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	2	4	0	2	0	1	0	0	0	0	0	0	0	9
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

Thursday 8/12/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	53%	57%	57%	51%	56%
ELA Learning Gains				64%	56%	58%	46%	54%	55%
ELA Lowest 25th Percentile				57%	51%	53%	30%	46%	48%
Math Achievement				68%	55%	63%	65%	54%	62%
Math Learning Gains				67%	59%	62%	61%	56%	59%
Math Lowest 25th Percentile				49%	45%	51%	43%	42%	47%
Science Achievement				59%	49%	53%	56%	51%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	50%	51%	-1%	58%	-8%
Cohort Comparison						
04	2021					
	2019	57%	51%	6%	58%	-1%
Cohort Comparison		-50%				
05	2021					
	2019	63%	48%	15%	56%	7%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	54%	10%	62%	2%
Cohort Comparison						
04	2021					
	2019	63%	53%	10%	64%	-1%
Cohort Comparison		-64%				
05	2021					
	2019	67%	48%	19%	60%	7%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	45%	12%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA RIT Score Averages

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/46%	42/46%	50/53%
	Economically Disadvantaged	19/43%	23/46%	26/51%
	Students With Disabilities	6/43%	3/20%	5/33%
	English Language Learners	5/36%	4/29%	3/21%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46/52%	36/40%	45/48%
	Economically Disadvantaged	22/50%	19/38%	24/47%
	Students With Disabilities	7/50%	5/33%	2/13%
	English Language Learners	8/57%	3/21%	5/36%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54/54%	55/53%	56/53%
	Economically Disadvantaged	26/46%	27/46%	26/43%
	Students With Disabilities	1/8%	2/14%	1/7%
	English Language Learners	8/42%	8/40%	9/38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50/50%	33/31%	46/43%
	Economically Disadvantaged	25/45%	18/30%	21/34%
	Students With Disabilities	3/23%	2/13%	2/13%
	English Language Learners	8/42%	4/19%	6/25%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69/65%	63/58%	73/67%
	Economically Disadvantaged	35/61%	31/49%	41/65%
	Students With Disabilities	8/33%	7/28%	12/46%
	English Language Learners	13/52%	12/44%	15/56%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55/50%	51/47%	69/61%
	Economically Disadvantaged	29/50%	27/42%	38/58%
	Students With Disabilities	7/29%	4/16%	8/30%
	English Language Learners	13/52%	8/30%	10/37%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64/57%	76/66%	74/62%
	Economically Disadvantaged	29/50%	39/64%	38/58%
	Students With Disabilities	6/29%	11/46%	11/44%
	English Language Learners	5/26%	10/50%	8/35%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/52%	55/47%	69/58%
	Economically Disadvantaged	28/47%	24/39%	29/45%
	Students With Disabilities	7/33%	8/33%	12/48%
	English Language Learners	9/45%	5/25%	9/39%
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/62%	54/60%	51/54%
	Economically Disadvantaged	16/47%	20/48%	14/30%
	Students With Disabilities	4/29%	4/22%	1/5%
	English Language Learners	8/38%	6/24%	6/24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/55%	43/47%	54/57%
	Economically Disadvantaged	15/41%	12/28%	18/39%
	Students With Disabilities	1/7%	3/17%	3/16%
	English Language Learners	5/22%	5/20%	6/24%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/69%	57/64%	67/71%
	Economically Disadvantaged	18/64%	20/49%	27/59%
	Students With Disabilities	4/33%	4/24%	6/32%
	English Language Learners	7/41%	10/40%	11/44%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	29		23	29	9	13				
ELL	32	35	30	34	38		24				
BLK	53			65							
HSP	46	49	53	50	51	21	42				
MUL	50			57							
WHT	64	68		62	76		73				
FRL	44	55	58	44	50	23	35				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	411

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	59
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	45
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	69
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends over 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 ELLS and increase ownership of student achievement. Ensure all students are receiving the appropriate resources, modifications, and accommodations.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with Disabilities (SWD) showed the lowest performance with an ESSA index of 45%. This is evident 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Trends over 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 ELLS and increase ownership of student achievement. Ensure all students are receiving the appropriate resources, modifications, and accommodations.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement were 5th Grade ELA and Math Achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

SEL, AVID, Gifted, ESOL, and PBIS
Supporting and training staff to recognize inequities in school: School Culture, Classroom Culture, Curriculum, Labels, Measuring Success and Grading.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training and supports in PBIS, Coaching for equity, and AVID.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementation of the new reading curriculum and BEST standards. Implementation of new interventions and Scholastic leveled libraries.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Ensure high levels of mathematics achievement for all students. 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 to master of the content necessary to be successful with the grade level content. In addition, the uses of high-quality, complex texts and tasks to determine performance is critical in the development of lessons aligned to the standard. The consistent use of 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:

Focusing on mastery of grade level standards, and a cohesive instructional plan that addresses the desired student performance will lead to increased student achievement for all subgroups. The intended outcome of this focus area is to improve focus on task and standard alignment and thereby improving student achievement. Using NWEA data the following baseline and goal scores have been set:

Grade LVES FALL Avg. RIT

Kinder 143.7

First 159.4

Second 171

Third 183.5

Fourth 199.3

Fifth 207.9

Grade LVES Spring Avg. RIT Goal

Kinder 157

First 176

Second 189

Third 201

Fourth 211

Fifth 219

Monitoring:

Identify Grade Level Expectations and coach teachers toward a better understanding of implementation and monitoring of students' acquisition of grade level standards. The leadership team will conduct walkthroughs and observe 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. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point through the Stocktake Model. To meet the needs of the diverse learners, staff will implement AVID and High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie. Ongoing progress monitoring will be continued using data to drive instruction and identify supports. Strategies for social and emotional learning will be embedded. Identified resources and support are provided for SWD and ELLs to close the achievements gaps.

Person responsible for monitoring outcome:

Amanda Smith (amanda.smith@osceolaschools.net)

Evidence-based Strategy:	In order to meet the needs of the diverse learners, administration, teachers and staff will implement AVID and High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie. On going progress monitoring will be continued using data to drive instruction and identify supports. Additionally, strategies for social and emotional learning will be embedded at every grade level. Identified resources and support are provided for SWD and ELLs to close the achievements gaps. Rigorous math tasks will be used during the 60-minute block math to increase student engagement and learning within the math classroom.
Rationale for Evidence-based Strategy:	AVID and High Yield Teaching Strategies are research based and proven through student outcome data nation wide. They include the research and work of Robert Marzano, John Hattie, Douglas Fisher & Nancy Frey with a proven positive effect on teaching and learning, including practices for engagement and impact in diverse settings. SWD have a history of academic struggle and low attendance. Resources and support designed for SWD will bolster the learning environment. Ongoing progress monitoring will identify areas of concern and needs for math interventions. Schoolwide support from instructional coaches, interventionist, and teacher mentors will be implemented, monitored and tailored to the needs of the teachers and students. The most effective way to teach concepts and procedures is to implement evidence-based practices (EBPs)—practices and strategies that have been shown to be effective through rigorous research. When teachers implement EBPs along with a standards-based curriculum, they are providing high-quality mathematics instruction.

Action Steps to Implement

The math and science coach will share the WHY behind teaching to essential math standards with complex, rigorous tasks to all learners.

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

The math and science coach will work with grade level teams to implement the ESSENTIAL standards using the Curriculum Unit Plans, High Yield Strategies, Hands-on Rigorous Tasks, and incorporation of math vocabulary instruction.

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

The math and science coach will work with grade level PLCs to create common assessments aligned to essential standards.

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

The math and science coach will provide on-going math support through PLCs.

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

The math and science coach will work with teams to disseminate math data during grade level PS/MTSS meetings with grade levels.

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

The math and science coach will provide ongoing professional development focused around hands-on learning, rigorous tasks, interventions, and monitoring of data and students.

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

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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.

Measurable Outcome:

Focusing on mastery of grade level standards, and a cohesive instructional plan that addresses the desired student performance will lead to increased student achievement for all subgroups. The intended outcome of this focus area is to improve focus on task and standard alignment and thereby improving student achievement. Using NWEA data the following baseline and goal scores have been set:

Grade LVES FALL Avg. RIT

Third 189.6

Fourth 198.8

Fifth 204.3

Grade LVES Spring Avg. RIT Goal

Third 196

Fourth 201

Fifth 206

Monitoring: NWEA for 3-5 and Progress Monitoring for K-2

Person responsible for monitoring outcome:

Amanda Smith (amanda.smith@osceolaschools.net)

Evidence-based Strategy:

In order to meet the needs of the diverse learners, administration, teachers and staff will implement Advancement Via Individual Determination (AVID) and High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie. On going progress monitoring will be continued using data to drive instruction and identify supports. Additionally, strategies for social and emotional learning will be embedded at every grade level. Identified resources and support are provided for SWD and ELLs to close the achievements gaps.

Rationale for Evidence-based Strategy:

AVID and High Yield Teaching Strategies are research based and proven through student outcome data nation wide. They include the research and work of Robert Marzano, John Hattie, Douglas Fisher and Nancy Frey with a proven positive effect on teaching and learning, including practices for engagement and impact in diverse settings, including distance learning. SWD have a history of academic struggle and low attendance. Resources and support designed for SWD will bolster the learning environment. On going progress monitoring will identify areas of concern and needs for interventions. School wide support from instructional coaches, interventionist, and teacher mentors will be implemented, monitored and tailored to the needs of the teachers and students.

Action Steps to Implement

The math and science coach will share the WHY behind teaching to essential standards with complex science texts and hands-on tasks to all learners.

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

The math and science coach will work with each team to implement the ESSENTIAL standards using the Curriculum Unit Plans, High Yield Strategies, and Hands-on Learning to monitor student progress.

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

The math and science coach will work with grade level PLCs to create common assessments aligned to the essential standards.

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

The math and science coach will provide on-going support of hands-on science through PLCs.

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

The math and science coach will work with PLCs to analyze science data during grade level PS/Rtl meetings with grade levels.

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

The math and science coach will provide ongoing professional development on: using data to drive instruction, hands-on science, monitoring student progress, and aligning standards to tasks.

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

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

Area of Focus Description and Rationale:	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
Measurable Outcome:	Improved student achievement in the areas of ELA and Math. Our primary goal is to decrease the achievement gap between Students with Disabilities and their peers. Additional student subgroup data will be monitored for American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, and White. According to the LVES FALL Avg RIT scores, the following subgroups are below their LVES grade level average: MATH: Black/African American and Hispanic/Latino all grade levels except 3rd and 4th; ELA: all grade levels except 2nd grade Black/African American; Science: Black/African American in 3rd and 5th, and Hispanic/Latino in 3rd and 4th. While we will monitor all students toward the same Spring NWEA RIT goals, these subgroups will receive focused and intentional interventions to close the gaps we see. Spring NWEA RIT goals are written into each of the Areas of Focus.
Monitoring:	Monitoring data will take place using NWEA, NSGRA, Common Assessments and Successmaker to collect data. During PLC, Team Lead Meetings, MTSS meetings, and Stocktake, ESSA Sub Group data will be analyzed and discussed.
Person responsible for monitoring outcome:	Amber Todd (amber.todd@osceolaschools.net)
Evidence-based Strategy:	In order to meet the needs of the diverse learners, administration, teachers and staff will implement High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie. On going progress monitoring will be continued using data to drive instruction and identify supports. Additionally, strategies for social and emotional learning will be embedded at every grade level. Identified resources and support are provided for SWD and ELLs to close the achievements gaps.
Rationale for Evidence-based Strategy:	High Yield Teaching Strategies encompasses the research and work of John Hattie, Douglas Fisher and Nancy Frey with a proven positive effect on teaching and learning, including practices for engagement and impact in any setting, including distance learning. SWD have a history of academic struggle and low attendance. Resources and support designed for SWD will bolster the learning environment. On going progress monitoring will identify areas of concern and needs for interventions.

Action Steps to Implement

The Leadership Team will 1) Guide teachers at PLC and MTSS meetings to discuss their student sub groups. Using the provided PLC placemats, teachers will watch the video, Making Sure Each Student Is Known. Teachers will complete the Know Your Sub-Groups. Discuss the question, How are we building culture in our classroom to support relationships?

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

2) Instructional Coaches will work with each team to identify sub-groups and discuss how to meet each student's specific need.

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

3) Instructional Coaches will support teachers during PLC. Using data from NWEA and common assessments, teachers will complete data dive questions. MTSS tiered review and ESAA sub group data chats.

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

4) The Leadership Team will provide on-going support of these tasks through PLCs. The Principal and Assistant Principal will monitor for accountability. Teachers will come prepared to both PLC and MTSS meetings with data organized by sub groups. NWEA will only pull reports for ethnicity, however SchoolCity will organize data by all sub groups.

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

5) The Leadership Team will meet with teachers to discuss external barriers for our students in sub-groups. Teachers will chart progress and academic coaches will guide problem solving around live data during grade level PS and MTSS meetings.

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

6) Ongoing Professional Development will be offered: LY pre-teaching lessons for teachers and paras. Support provided to teachers of ELL students for proper use of dictionaries and glossaries. Grade Level Standards and Expectations, Aligning Standards and Task, Monitoring Student Progress, and High Yield Instructional Strategies for all with specific focus on ELL and ESE.

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

#4. 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. Spring 2021 Panorama data is as follows: Self Management: 72% favorable; Emotional Regulation: 48% favorable; Social Awareness: 71% favorable.
Measurable Outcome:	Improve emotional regulation to a goal of 60%. Lower Disciplinary Referral frequency by 20%, In-school Suspensions / Out of school suspension numbers will decrease by 20%; Increase positive referrals by 50%.
Monitoring:	Panorama Survey given 3 times during this school year to 3rd - 5th graders, FOCUS behavior referral data will be reviewed and monitored monthly during PBIS meetings; MTSS Behavior data to be reviewed ongoing during MTSS meetings and within teacher meetings as necessary; PBIS Team positive referral data to be reviewed quarterly during PBIS Committee meetings.
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

1) The Leadership Team will share the WHY behind implementing SEL strategies, a Warm Demander approach, and PBIS framework to positively impact the culture and learning environment for all students. Panorama survey data will be used to specifically address the needs of the student body.

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

2) The leadership team and district support staff will provide ongoing professional development to all teachers and paraprofessionals on SEL, Warm Demand, Restorative Practices, and PBIS to stay updated with best practices and proper implementation. Teachers will be offered a Mental Wellness Workshop conducted by Student Services to enhance understanding of student's emotional needs and supporting them toward positive academic growth.

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

3) Mental Health Team members, along with Leadership Team members will monitor implementation of SEL supports through MTSS meetings, walk throughs, discipline data, and PBiS data.

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

4) Data collected through MTSS meetings, PBiS meetings, walk throughs and discipline reports will be discussed with the problem solving team to identify trends, areas of improvement and celebrate areas of strength and proficiency.

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

5) The Leadership Team will provide on-going support and resources for identified areas through PLCs. The principal and assistant principal will monitor for accountability.

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

6) A cumulative review of our school year's SEL related data points will be analyzed by Leadership to identify successful approaches used to meet our measurable outcome goals. This information will then be shared with all stakeholders to celebrate successful implementation. Plans to guide our upcoming year will be put in motion to address any areas in need of improvement.

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

#5. Leadership specifically relating to Instructional Leadership Team**Area of Focus
Description
and
Rationale:**

The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams.

Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, instructional coaches, teacher leaders, and other school leaders and can provide a systematic way for schools to execute their most important priorities.

Measurable Outcome:

Insight survey data

Monitoring:

Insight survey data from teachers, conferences, PLC meetings, Stocktake

Person responsible for monitoring outcome:

Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Evidence-based Strategy:

Increasing teacher leadership roles within the school leadership team can improve teacher motivation and confidence in their own abilities. This can help them to motivate, lead, and encourage other adults leaders to improved self-confidence, increased knowledge, and an improved attitude to teaching amongst teachers.

Rationale for Evidence-based Strategy:

Great leaders understand that teachers know what their students - and what they themselves - need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school - improving student learning outcomes. When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas. This team dynamic - in which everyone plays a role and is valued - provides them with a safe space to refine their practices to improve student outcomes. It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer. In these collaborative environments, transparency of practice and data are expected to help drive improvement (Gates Foundation 2019).

Action Steps to Implement

The principal, and leadership team, will identify teacher leaders to step into leadership roles within the school and support them as needed.

Person Responsible

Melanie Cleveland (melanie.cleveland@osceolaschools.net)

Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day toward goals.

Person Responsible

Melanie Cleveland (melanie.cleveland@osceolaschools.net)

The principal and assistant principal will identify candidates for the assistant principal and principal pools and support the participation in district leadership programs.

Person Responsible

Melanie Cleveland (melanie.cleveland@osceolaschools.net)

#6. Instructional Practice specifically relating to ELA**Area of Focus
Description
and
Rationale:**

Ensure high levels of ELA achievement for all students and specifically strengthening each student's ability to read and comprehend grade level text. 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 master of the content necessary to be successful with the grade level content. In addition, the uses of high-quality, complex texts and tasks to determine performance is critical in the development of lessons aligned to the standard. The consistent use of 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:

Focusing on mastery of grade level standards, and a cohesive instructional plan that addresses the desired student performance will lead to increased student achievement for all subgroups. The intended outcome of this focus area is to improve focus on task and standard alignment and thereby improving student achievement. Using NWEA data the following baseline and goal scores have been set:

Grade LVES FALL Avg. RIT

Kinder 140.5

First 154.8

Second 169.3

Third 186.7

Fourth 199.9

Fifth 205.1

Grade LVES Spring Avg. RIT

Kinder 153

First 171

Second 186

Third 197

Fourth 205

Fifth 211

Monitoring:

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

Identify Grade Level Expectations and coach teachers toward a better understanding of implementation and monitoring of students' acquisition of grade level standards. The leadership team will conduct walkthroughs and observe 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. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point through the Stocktake Model. To meet the needs of the diverse learners, staff will implement AVID and High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie. Ongoing progress monitoring will be continued using data to drive instruction and identify supports. Strategies for social and emotional learning will be embedded. Identified resources and support are provided for SWD and ELLs to close the achievements gaps.

Person responsible for monitoring outcome:

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

Evidence-based Strategy:

In order to meet the needs of the diverse learners, administration, teachers and staff will implement AVID and High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie. On going progress monitoring with the use of NWEA and NSGRA will be continued using data to drive instruction and identify supports. Additionally, strategies for social and emotional learning will be embedded at every grade level. Identified resources and support are provided for SWD and ELLs to close the achievements gaps. Teachers will utilize the CUPS and decision tree to guide their Tier 1, 2, and 3 instruction. A balanced literacy block will be implemented with a focus on standards based instruction, rigorous reading/writing tasks, and differentiated instruction. Lessons will use the WICOR framework to engage students and scaffold instruction.

Rationale for Evidence-based Strategy:

AVID and High Yield Teaching Strategies are research based and proven through student outcome data nation wide. They include the research and work of Robert Marzano, John Hattie, Douglas Fisher and Nancy Frey with a proven positive effect on teaching and learning, including practices for engagement and impact in diverse settings, including distance learning. SWD have a history of academic struggle and low attendance. Resources and support designed for SWD will bolster the learning environment. On going progress monitoring and the district decision tree will identify areas of concern and needs for interventions. School wide support from instructional coaches, interventionist, and teacher mentors will be implemented, monitored and tailored to the needs of the teachers and students. The AVID foundation for high-engagement in teaching and learning will be implemented to support the college and career readiness framework.

Action Steps to Implement

The literacy coach and interventionist will work with teams to implement the essential standards and support teachers with implementing complex texts and tasks for all learners including 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

Instructional Coaches will work with each team using the Curriculum Unit Plans (Benchmark Advance, Core Connections, and Open Court to meet grade level expectations. Coaches will foster the use of High Yield Strategies and Visible Learning to monitor student progress. All elements of the Open Court curriculum will be implemented in Kindergarten, print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development; First Grade letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development. Second Grade decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

Instructional Coaches will collect student work samples monthly to encourage use of common assessments aligned to essential standards and work with grade level team and the Interventionist through the MTSS process to determine best placement for student instructions including T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation; T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.; RISE reading for T2 and Pre-Teaching strategies for T2.

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

The Leadership Team will provide on-going support of these tasks through PLCs, Leadership Team meetings, and MTSS/PS/Rtl meetings with grade level teams.

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

The Principal and Assistant Principal will monitor for accountability utilizing the new NEST tool, focused observations, and coaching conversations with teachers. The Leadership Team will chart progress and guide problem solving around live data during grade level MTSS/PS/Rtl meetings.

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

Ongoing Professional Development will be offered: AVID (WICOR) Framework, Lexia Learning, Benchmark Advance, and High Yield Strategies with the expectation of PD to practice within classrooms.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lakeview Elementary School ranked 187 out of 1395 elementary schools statewide and #4 out of 15 elementary schools in the county. With an overall statewide ranking in the very low category, Lakview was 332 out of 1395 in violent incidents, 1 out of 1395 in property incidents, and 1 out of 1395 in drug or public order incidents. Lakeview reported 0.1 incidents per 100 students compared to 1.0 incidents per 100 students statewide. Lakeview reported 6.0 suspensions per 100 student while the statewide average was 3.9. In and out of school suspensions must be reduced.

The Leadership Team will work closely with the PBiS Team, MTSS Coach, School Counselor, and Team Leads to implement tiered discipline supports and actions to be followed consistently schoolwide with the goal of limiting out-of-class and out-of-school time to critical incidents only. Intense interventions and supports will be in place for our ESE contained classrooms to better serve our EBD, ASD, and IND students needs. Discipline and behavior data will be logged into FOCUS and will be monitored and discussed during grade level MTSS/PS meetings, Leadership Team meetings, and PLCs. The PBiS Team will continue with positive incentives and excellent "Copper" Level schoolwide implementation. A subcommittee on the PBiS Team will focus on Restorative Practices to be implemented consistently schoolwide.

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.

Research has proven the importance of school culture as it relates to student achievement and teachers' attitudes toward their work. 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 continue to strengthen 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.

The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 80101 of Every Student Education Act(ESEA).

The plan was jointly developed/revised with parents and made available to the local community.

How the parents and families are involved in planning, reviewing and improving the school-wide program plan.

The plan uses the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.

The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

The school will notify each family, in a timely manner, when their child has been assigned, or had been taught for four or more consecutive weeks, by a teacher who is out of the field.

The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
5	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00