Lake Weston Elementary

2021-22 Schoolwide Improvement Plan

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Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

https://lakewestones.ocps.net/

Demographics

Principal: Meigan Rivera

Start Date for this Principal: 6/2/2020

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 Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: F (31%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

Our vision is to ensure every student has a promising and successful future.

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
Rivera, Meigan	Principal	Building Administrator
Fitzgerald, Shantel	Assistant Principal	Building Administrator
Brooke, Nicole	Curriculum Resource Teacher	Curriculum Resource, Testing coordinator, interventionist
Gerena, Jazzmen	Other	ELA Resource and Interventionist
Trotman, Cassandra	Science Coach	Science Resource and Interventionist
Apollon, Kettia	Math Coach	Math Resource and Interventionist
Hejtmanek, Heather	Other	ELA Interventionist
Rodriguez, Maria	Instructional Coach	Instructional Coach and Interventionist
Scheff, Jessica	Instructional Media	Media Specialist

Demographic Information

Principal start date
Tuesday 6/2/2020, Meigan Rivera

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.*

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.*

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

521

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

13

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

20

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	4	1	9	33	10	12	0	0	0	0	0	0	0	69

The number of students identified as retainees:

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

Friday 7/16/2021

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	40	76	94	98	94	70	0	0	0	0	0	0	0	472
Attendance below 90 percent	16	13	27	21	14	11	0	0	0	0	0	0	0	102
One or more suspensions	0	0	9	6	2	5	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	13	11	7	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	22	2	1	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	17	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20

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	6	17	10	15	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	40	76	94	98	94	70	0	0	0	0	0	0	0	472
Attendance below 90 percent	16	13	27	21	14	11	0	0	0	0	0	0	0	102
One or more suspensions	0	0	9	6	2	5	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	13	11	7	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	22	2	1	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	17	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20

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	4	1	9	33	10	12	0	0	0	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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				45%	57%	57%	30%	56%	56%
ELA Learning Gains				66%	58%	58%	37%	55%	55%
ELA Lowest 25th Percentile				61%	52%	53%	38%	48%	48%
Math Achievement				56%	63%	63%	30%	63%	62%
Math Learning Gains				71%	61%	62%	29%	57%	59%
Math Lowest 25th Percentile				55%	48%	51%	22%	46%	47%
Science Achievement				45%	56%	53%	29%	55%	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	39%	55%	-16%	58%	-19%
Cohort Comparison						
04	2021					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-39%				
05	2021					
	2019	39%	54%	-15%	56%	-17%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	62%	-9%	62%	-9%
Cohort Comparison						
04	2021					
	2019	56%	63%	-7%	64%	-8%
Cohort Comparison		-53%				
05	2021					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	54%	-11%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	43	55
	Economically Disadvantaged	36	43	55
	Students With Disabilities	20	20	20
	English Language Learners	13	7	27
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	32	43
	Economically Disadvantaged	36	32	43
	Students With Disabilities	20	20	30
	English Language Learners	13	0	33

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	29	39
	Economically Disadvantaged	13	29	39
	Students With Disabilities	13	31	31
	English Language Learners	0	7	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	22	31
	Economically Disadvantaged	5	22	31
	Students With Disabilities	6	19	13
	English Language Learners	7	13	20

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	33	40
	Economically Disadvantaged	23	33	40
	Students With Disabilities	6	6	6
	English Language Learners	11	22	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	13	26
	Economically Disadvantaged	9	13	26
	Students With Disabilities	0	0	6
	English Language Learners	0	6	11

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	18	22
	Economically Disadvantaged	10	18	22
	Students With Disabilities	0	0	0
	English Language Learners	10	10	10
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	17	40
	Economically Disadvantaged	8	17	40
	Students With Disabilities	5	10	35
	English Language Learners	5	15	30

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	25	34
	Economically Disadvantaged	14	25	34
	Students With Disabilities	0	0	0
	English Language Learners	9	18	36
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	33	39
	Economically Disadvantaged	14	33	39
	Students With Disabilities	0	0	13
	English Language Learners	9	18	36
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	28	36
	Economically Disadvantaged	27	28	36
	Students With Disabilities	0	0	0
	English Language Learners	9	0	9

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	3			8							
ELL	22			32							
BLK	21	33		37	29		25				
HSP	32	56		39	44		43				
FRL	25	42	45	36	32	23	29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	67	64	10	50	47					
ELL	47	73		63	85		55				
BLK	44	67	53	53	63	41	36				
HSP	48	67	71	62	84	77	56				
FRL	45	66	69	56	70	60	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	27	29	6	9	13	13				
ELL	26	32	25	38	45	27	20				
BLK	26	33	38	27	26	21	20				
HSP	34	39	25	35	35	20	46				
WHT	38			31							
FRL	29	36	38	29	31	23	29				

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	8
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	8
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	26
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

ELA and math achievement, learning gains, and lowest 25% components improved in 2019. Science achievement also increased from 29% to 45%. ELA and science achievement components did improve; however, the achievement components were lower than math. All subgroups demonstrated substantial improvement with the exception of students with disabilities. This subgroup improved; however, the growth was marginal in comparison to the other subgroups.

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

The data components, based off progress monitoring and the 2019 state assessments, that demonstrate the greatest need for improvement are ELA and science proficiency. These two components were the lowest areas of performance with 45% of students demonstrating proficiency. However, this was a 15% increase in ELA and 16% increase in science over the previous year's scores. Based on the i-Ready Beginning of Year (BOY) progress monitoring data, math also demonstrated a need for improvement.

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

The contributing factors to this need for improvement were a lack of foundational knowledge and skills of prerequisite standards. The new actions that need to be taken to address this need for improvement are the resource team will support teachers with vertical articulation during common planning. Also, teachers will engage in the backward design of planning. Teachers will review assessments and item specifications prior to creating weekly lesson plans.

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

The data component, based on the 2019 state assessments were the math learning gains which demonstrated an improvement from 29% to 71%. Progress monitoring data mirrored the 2019 state assessments with math demonstrating the most improvement. Specifically, fourth grade math

increased on the i-Ready Beginning of the Year (BOY) assessment to the End of the Year (EOY) assessment from eight percent to 40% proficient.

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

The contributing factors to this improvement were the new administration and resource team implemented an intense focus on standards-based planning, instruction, and assessments. The new actions the the school took was that the team's focus shifted to monitoring for authentic student engagement and implementation of literacy strategies in all content areas with an emphasis on social and emotional learning.

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

In order to accelerate learning, there will be an emphasis placed on standards-based instruction, authentic student engagement, monitoring student learning outcomes, and literacy strategies during the school's power hour (extra hour block) and after school tutoring. The focus will shift from remediation to acceleration. Also, Tier I interventionists will be utilized to support acceleration during core instruction.
During the 2020 school year, the school experienced closures. Students missed substantial direct instruction minutes as well as social/emotional learning opportunities. In conjunction with an intense focus on standards-based instruction, monitoring for student learning, authentic student engagement, and literacy strategies, the team will emphasize the importance of social emotional learning to bolster student achievement.

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.

Prior to the commencement of the school year, instructional staff will participate in training on instructional strategies for power hour and after-school tutoring. Teachers will receive strategies for engaging students, monitoring the students' level of engagement, and methods to re-engage students. Teachers will also have the opportunity to review instructional focus calendars with the resource team and deconstruct standards prior to planning daily lessons.
Furthermore, members of the instructional and leadership team will have the opportunity to participate in Conscious Discipline's Building the School Family: Creating Brain Smart Classrooms. Throughout the school year, CDAT will provide professional development opportunities, establish model classrooms, and conduct classroom walkthroughs to support teachers with the implementation of Conscious Discipline. Conscious Discipline will support the social-emotional component of acceleration. When student's social-emotional needs are attended to, student achievement increases.

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

Professional Learning Communities, Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support the areas of focus. The school will integrate these strategies in an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved effectiveness, ultimately resulting in increased student achievement. Moreover, teachers will engage in professional development opportunities centered on safety, connection, and problem-solving. These Conscious Discipline elements will help teachers develop strategies that will support students with self-regulation and social-emotional learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Lake Weston Elementary will increase the overall proficiency and learning gains in both math by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in math decreased on the 2021 Florida Standards Assessment. The goal is to see an increase in Math achievement, particularly with the lowest 25% and bubble students.
Measurable Outcome:	The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the Math portion of the 2022 Florida Standards Assessment. The measurable outcomes for the 2022 FSA as compared to the 2021 FSA are as follows: Math proficiency increased from 38% to 56% Math learning gains increased from 31% to 72% Math lowest 25% learning gains increased from 20% to 57%
Monitoring:	This area will be monitored weekly during team and individual data meetings. Student common assessment and i-Ready data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.
Person responsible for monitoring outcome:	Meigan Rivera (meigan.rivera@ocps.net)
Evidence-based Strategy:	Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support this area of focus.
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.

Action Steps to Implement

1. Provide professional development opportunities that target:
a. Strategies to differentiate instruction
b. Effective writing instruction
c. Using PLCs to analyze data and focus instruction

Person Responsible	Shantel Fitzgerald (shantel.fitzgerald@ocps.net)

2. An increased focus on the use of instructional strategies to improve student achievement during structured common planning sessions.

Person Responsible	Shantel Fitzgerald (shantel.fitzgerald@ocps.net)

3. Provide strategic coaching support focused on data analysis and differentiating instruction, to include modeling, side by side teaching and actionable feedback.

| **Person Responsible** | Maria Rodriguez (maria.rodriguez8@ocps.net) |

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Lake Weston Elementary will increase our focus on Social Emotional Learning, including positive behavior interventions, opportunities for staff development, and counseling to provide additional supports and interventions for students in need. This area of focus was selected to improve classroom management in order to decrease discipline referrals, suspensions and threat incidents during the 2021–2022 school year. There was an increase in the previous years.
Measurable Outcome:	The intended outcome is to decrease the number of discipline referrals, suspensions and threat incidents for the 2021-22 school year as compared to the previous school years.
Monitoring:	This area will be monitored during behavior team and SEL meetings.
Person responsible for monitoring outcome:	Meigan Rivera (meigan.rivera@ocps.net)
Evidence-based Strategy:	Professional development opportunities that focus on Social Emotional Learning, including Conscious Discipline, building school family, connection, conflict resolution, de-escalation, and equity. In addition, we will acknowledge and appreciate social diversity to support this area of focus.
Rationale for Evidence-based Strategy:	These strategies will be used in an effort to develop teachers' behavioral management techniques along with increasing an appreciation and understanding of social diversity.

Action Steps to Implement

1. Provide professional development opportunities that target:
a. Conscious Discipline and classroom management
b. Improving School Culture and Climate (Appreciating Social Diversity)

| **Person Responsible** | Meigan Rivera (meigan.rivera@ocps.net) |

2. Provide more comprehensive and structured counseling services for students to included My Brother's Keeper, small group and individual counseling sessions.

| **Person Responsible** | Karen Paul (karen.paul@ocps.net) |

3. Create opportunities for the behavioral team to monitor and analyze discipline data.

| **Person Responsible** | Shantel Fitzgerald (shantel.fitzgerald@ocps.net) |

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Lake Weston Elementary will increase the overall proficiency and learning gains in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in both ELA decreased on the 2021 Florida Standards Assessment. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.
Measurable Outcome:	The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the 2022 Florida Standards Assessment. The measurable outcomes for the 2022 FSA as compared to the 2021 FSA are as follows: ELA proficiency increased from 27% to 33% ELA learning gains increased from 46% to 62% ELA lowest 25% learning gains increased from 47% to 65%
Monitoring:	This area will be monitored weekly during team and individual data meetings. Student common assessment and i-Ready data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.
Person responsible for monitoring outcome:	Meigan Rivera (meigan.rivera@ocps.net)
Evidence-based Strategy:	Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support this area of focus.
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement. 1. Provide professional development opportunities that target: a. Strategies to differentiate instruction b. Effective writing instruction c. Using PLCs to analyze data and focus instruction

Action Steps to Implement

2. An increased focus on the use of instructional strategies to improve student achievement during structured common planning sessions.

Person Responsible	Shantel Fitzgerald (shantel.fitzgerald@ocps.net)

3. Provide strategic coaching support focused on data analysis and differentiating instruction, to include modeling, side by side teaching and actionable feedback.

Person Responsible	Maria Rodriguez (maria.rodriguez8@ocps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

The school counselor and assistant principal will coordinate efforts to address improved attendance. These efforts will include, attendance monitoring and parental meetings, referring parents to appropriate agencies for support, and enlisting the support of the social worker and the Neighborhood for Children and Families.

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.

Lake Weston provides yearly surveys to stakeholders, including staff, students, and parents. The surveys include opportunities for stakeholders to provide input, which is analyzed and considered as efforts are made to improve culture and environment. There will be a focus on creating an environment at Lake Weston Elementary where every student feels safe to try their best. The goal is to alleviate the pressure for staff and students by the results, but proud of the effort and process. Staff and students will take pride in themselves, their school, and their community.

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

The administrative team will set the tone for promoting a positive culture and safe learning environment at the school. Teachers will create a welcoming learning environment for the class family in the classroom. Support Staff will promote positive choices across the campus. Families and the community will encourage students and staff with the continued positive support off-campus.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

		500-Materials and Supplies	0651 - Lake Weston Elementary	Title, I Part A		$10,000.00
		Notes: Resources provided for skill specific interventions during Power Hour small group instruciton.				
		500-Materials and Supplies	0651 - Lake Weston Elementary	Title, I Part A		$10,000.00
		Notes: Resources provided for skill specific interventions during Power Hour small group instruciton.				
2	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	0651 - Lake Weston Elementary	General Fund		$6,000.00
		Notes: Conscious Development professional development will be provided to all staff members.				
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$26,000.00**