

Orange County Public Schools

Lake Como School



2021-22 Schoolwide Improvement Plan

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Lake Como School

2450 E GORE ST, Orlando, FL 32806

<https://lakecomok8.ocps.net/>

Demographics

Principal: Cooper Alexander

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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 (46%) 2016-17: C (48%)
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)
Combination School PK-8	No	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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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.

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
Patriarch, Ella	Principal	<p>As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLC's, professional learning and data meetings. The principal regularly reviews new data and oversees the school-wide implementation of the intervention process and acquisition of needed resources, monitors completion of team duties, and oversees all operations of the school</p>
Vereen, Debra	Assistant Principal	<p>The assistant principal supports the principal in all administrative duties listed above. Together the principal and the assistant principal serve as the instructional leaders on campus.</p>
Knoll, Vanessa	Instructional Technology	<p>The Media Specialist will manage and maintain the current media collection at Lake Como School and continue to update the collection so that the school maintains a diverse electronic and print inventory. The Media Specialist will facilitate the use of resources to impact avenues of learning that lead to student academic success. The Media Specialist will utilize the resources in the Media Center throughout the regular day and during parent nights to improve the integration of effective instructional technologies with students and help families maximize the resources on campus, including books and digital resources.</p>
Wallace, Cathleen	Behavior Specialist	<p>The behavior specialist provides school-wide professional learning regarding the behavior management framework in all classrooms. The behavior specialist provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts for at-risk students are carefully considered and shared by the behavior specialist. The behavior specialist is a member of our school's behavior team. This team reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The behavior specialist also serves as a member of the MTSS team to work in collaboration with all parties that serve in the best interest of students. The behavior specialist offers social skills group lesson for students in need and also serves as a liaison with outside agencies that offer support to students and families.</p>
Cole, Marissa	Math Coach	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district</p>

Name	Position Title	Job Duties and Responsibilities
		<p>created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
Conti, Niki	Reading Coach	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
Ransom, Alecia	Instructional Coach	<p>Ms. Ransom is our MTSS coach/interventionist. Ms. Ransom coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, tier 2 and tier 3. She schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children. She will teach her own small group intervention lessons in both Reading and Mathematics to students who have been identified as needing an additional layer of support.</p>
Brown, Kaye	Dean	<p>The dean supports the middle school teachers and students by enforcing the student code of conduct. By ensuring there is a calm and focused classroom environment, learning opportunities are maximized. The Dean works closely with the Behavior Specialists and classroom teachers to develop and implement proactive strategies to ensure student success. She works as a school-wide resource, helping teachers monitor student behavior for the MTSS process and the effectiveness of classroom management plans.</p>

Name	Position Title	Job Duties and Responsibilities
Outlaw, Marquita	Staffing Specialist	Mrs. Doyle serves as our Staffing Specialist. She supports students, teachers and families with students with disabilities as well as our Gifted students. She conducts IEP meetings and provides parents with resources and extra support.
Lambert, Jill	School Counselor	The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being.

Demographic Information

Principal start date

Tuesday 6/1/2021, Cooper Alexander

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.*

1

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

53

Total number of students enrolled at the school

747

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

12

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

12

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	15	87	89	81	84	63	65	73	76	0	0	0	0	633	
Attendance below 90 percent	3	20	18	20	15	17	18	10	11	0	0	0	0	132	
One or more suspensions	0	4	1	1	1	4	4	7	2	0	0	0	0	24	
Course failure in ELA	0	0	1	0	5	7	3	3	15	0	0	0	0	34	
Course failure in Math	0	0	1	0	5	3	3	8	16	0	0	0	0	36	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	5	9	12	0	0	0	0	33	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	3	3	8	0	0	0	0	19	
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	2	2	0	5	10	11	11	21	0	0	0	0	62

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	1	1	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 7/29/2021

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	34	91	83	91	59	59	68	79	67	0	0	0	0	631	
Attendance below 90 percent	11	8	13	13	4	11	5	5	5	0	0	0	0	75	
One or more suspensions	0	3	4	0	1	0	0	1	2	0	0	0	0	11	
Course failure in ELA	0	0	0	6	8	4	2	23	6	0	0	0	0	49	
Course failure in Math	0	0	0	5	4	4	8	28	13	0	0	0	0	62	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	5	9	12	13	0	0	0	0	44	
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	12	9	24	12	0	0	0	0	60	

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	1	1	4	6	9	10	26	12	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	3	6	0	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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	34	91	83	91	59	59	68	79	67	0	0	0	0	631
Attendance below 90 percent	11	8	13	13	4	11	5	5	5	0	0	0	0	75
One or more suspensions	0	3	4	0	1	0	0	1	2	0	0	0	0	11
Course failure in ELA	0	0	0	6	8	4	2	23	6	0	0	0	0	49
Course failure in Math	0	0	0	5	4	4	8	28	13	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	5	9	12	13	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	12	9	24	12	0	0	0	0	60

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	1	1	4	6	9	10	26	12	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	3	6	0	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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				55%	62%	61%	51%	60%	60%
ELA Learning Gains				63%	60%	59%	47%	57%	57%
ELA Lowest 25th Percentile				65%	55%	54%	45%	54%	52%
Math Achievement				55%	61%	62%	57%	60%	61%
Math Learning Gains				64%	60%	59%	52%	60%	58%
Math Lowest 25th Percentile				61%	54%	52%	30%	55%	52%
Science Achievement				57%	56%	56%	42%	56%	57%
Social Studies Achievement				56%	74%	78%		74%	77%

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	52%	55%	-3%	58%	-6%
Cohort Comparison						
04	2021					
	2019	67%	57%	10%	58%	9%
Cohort Comparison		-52%				
05	2021					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-67%				
06	2021					
	2019	49%	52%	-3%	54%	-5%
Cohort Comparison		-66%				
07	2021					
	2019	32%	48%	-16%	52%	-20%
Cohort Comparison		-49%				
08	2021					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	62%	-10%	62%	-10%
Cohort Comparison						
04	2021					
	2019	75%	63%	12%	64%	11%
Cohort Comparison		-52%				
05	2021					
	2019	34%	57%	-23%	60%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-75%				
06	2021					
	2019	66%	43%	23%	55%	11%
Cohort Comparison		-34%				
07	2021					
	2019	36%	49%	-13%	54%	-18%
Cohort Comparison		-66%				
08	2021					
	2019	24%	36%	-12%	46%	-22%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	54%	10%	53%	11%
Cohort Comparison						
08	2021					
	2019	38%	49%	-11%	48%	-10%
Cohort Comparison		-64%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	66%	-16%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	63%	-1%	61%	1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

All grade levels, K-8, used iReady to progress monitor both Reading and Mathematics.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/90=16%	33/90=37%	44/90=49%
	Economically Disadvantaged	2/42=5%	11/41=27%	14/40=35%
	Students With Disabilities	1/19=5%	5/18=28%	6/18=33%
	English Language Learners	0/6=0%	1/6=17%	2/6=33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/88=18%	26/90=29%	36/89=40%
	Economically Disadvantaged	3/41=7%	8/41=20%	12/39=31%
	Students With Disabilities	1/18=6%	4/18=22%	3/18=17%
	English Language Learners	1/5=20%	1/6=17%	1/6=17%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/79=18%	21/81=26%	37/83=45%
	Economically Disadvantaged	7/40=18%	8/42=19%	12/43=28%
	Students With Disabilities	2/24=8%	1/24=4%	1/24=4%
	English Language Learners	0/7=0%	0/7=0%	2/7=29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/79=4%	26/90=29%	21/81=26%
	Economically Disadvantaged	1/40=3%	8/41=20%	8/41=20%
	Students With Disabilities	0/24=0%	4/18=22%	3/23=13%
	English Language Learners	0/7=0%	1/6=17%	2/7=29%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/83=31%	21/81=26%	39/81=48%
	Economically Disadvantaged	9/44=20%	8/42=19%	13/42=31%
	Students With Disabilities	1/17=6%	1/24=4%	1/16=6%
	English Language Learners	1/9=11%	0/7=0%	2/9=22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/83=1%	10/85=12%	29/81=36%
	Economically Disadvantaged	0/44=0%	7/45=16%	11/41=27%
	Students With Disabilities	0/17=0%	1/18=6%	1/15=7%
	English Language Learners	0/9=0%	0/9=0%	1/8=13%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/83=31%	34/85=40%	23/58=40%
	Economically Disadvantaged	9/44=20%	14/45=31%	12/33=36%
	Students With Disabilities	1/17=6%	2/18=11%	2/12=17%
	English Language Learners	1/9=11%	1/9=11%	1/7=14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/56=5%	9/59=15%	22/59=37%
	Economically Disadvantaged	0/32=0%	2/33=6%	11/32=34%
	Students With Disabilities	0/12=0%	0/12=0%	1/11=9%
	English Language Learners	0/5=0%	0/7=0%	0/6=0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/60=7%	7/62=11%	13/63=21%
	Economically Disadvantaged	3/34=9%	4/35=11%	7/35=20%
	Students With Disabilities	0/8=0%	0/8=0%	1/8=13%
	English Language Learners	1/5=20%	1/6=17%	2/7=29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/59=3%	9/61=15%	11/63=17%
	Economically Disadvantaged	2/33=6%	4/34=12%	7/35=20%
	Students With Disabilities	0/8=0%	1/8=13%	1/8=13%
	English Language Learners	1/5=20%	1/6=17%	1/7=14%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	30/57=53%	30/57=53%	30/59=51%
	Economically Disadvantaged	14/29=48%	16/28=57%	15/29=52%
	Students With Disabilities	1/5=20%	0/5=0%	0/5=0%
	English Language Learners	2/4=50%	2/4=50%	3/5=60%
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/72=22%	16/72=22%	16/70=23%
	Economically Disadvantaged	4/40=10%	4/39=10%	3/38=8%
	Students With Disabilities	0/13=0%	0/12=0%	0/12=0%
	English Language Learners	1/13=8%	2/13=15%	1/12=8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/70=11%	14/72=19%	14/73=19%
	Economically Disadvantaged	3/39=8%	6/39=15%	5/39=13%
	Students With Disabilities	0/13=0%	0/12=0%	1/12=8%
	English Language Learners	2/12=17%	2/13=15%	1/12=8%
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/63=19%	10/62=16%	12/66=18%
	Economically Disadvantaged	2/32=6%	3/34=9%	2/35=6%
	Students With Disabilities	0/9=0%	1/9=11%	1/10=10%
	English Language Learners	0/7=0%	0/6=0%	0/7=0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/65=3%	5/66=8%	3/60=5%
	Economically Disadvantaged	0/38=0%	1/38=3%	1/33=3%
	Students With Disabilities	0/10=0%	1/10=10%	0/10=0%
	English Language Learners	0/9=0%	0/8=0%	0/7=0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	27/63=43%	35/64=55%	43/67=64%
	Economically Disadvantaged	10/29=34%	11/31=35%	15/32=47%
	Students With Disabilities	1/10=10%	2/10=20%	2/12=17%
	English Language Learners	2/5=40%	3/7=43%	3/6=50%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/60=18%	14/56=25%	17/62=27%
	Economically Disadvantaged	3/34=9%	6/29=21%	5/34=15%
	Students With Disabilities	0/5=0%	0/4=0%	0/5=0%
	English Language Learners	0/2=0%	0/3=0%	0/2=0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/36=0%	2/39=5%	2/44=5%
	Economically Disadvantaged	0/25=0%	1/28=4%	1/30=3%
	Students With Disabilities	0/5=0%	0/5=0%	0/5=0%
	English Language Learners	0/1=0%	0/1=0%	0/3=0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14/51=27%	17/48=35%	30/55=55%
	Economically Disadvantaged	4/25=16%	4/24=17%	10/27=27%
	Students With Disabilities	0/4=0%	0/3=0%	0/5=0%
	English Language Learners	0/3=0%	0/2=0%	0/1=0%

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	14	25	32	16	32	18	15	10			
ELL	12	13		22	33						
BLK	44	46	27	32	26	18	23	20			
HSP	41	39	44	41	48	32	27	46	36		
MUL	59	43		44	31						
WHT	66	42		60	42	36	58	50	50		
FRL	43	38	24	37	39	26	32	26	13		
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	22	53	60	38	57	53	27				
ELL	29	52	63	35	63	59	25				
BLK	39	56	64	44	64	60	47	50			

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
HSP	38	53	59	42	60	53	40	40			
MUL	71	64		57	55						
WHT	77	78		72	69		73	67	73		
FRL	44	59	63	49	62	61	52	52			
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	25			35							
ELL	22	36		44	50	40					
BLK	41	43		38	35		27				
HSP	35	41	36	48	49	38	35				
WHT	78	61		78	71		73				
FRL	39	42	37	50	45	30	28				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	24
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	30
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	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
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	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?

The 2019 FSA results indicate that Lake Como's achievement data aligns well with that of our district. In fact, Lake Como earned 60% of the total possible points that are used to calculate school grade. There were only three reporting categories that were slightly below the district average including ELA achievement, Math achievement and Social Studies achievement. The largest gap exists between our Social Studies percent proficient and the district average for Social Studies achievement. When disaggregating content area data by grade level, middle school scores trend lower than elementary level data. Some of the same trends are seen when analyzing Lake Como's progress monitoring data gained from the iReady assessments. ELA is a strength over Math in both progress monitoring data and 2019 state assessment data. The students in our White subgroup outperform all other subgroups at our school.

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

/Although the overall school Science proficiency rate was above both the district and the state, there was a 26 percent gap between our elementary Science scores and our middle school Science scores. Continuing to provide content area Reading support and hands-on inquiry lessons will be beneficial as our school continues to build strong Science content knowledge and non-fiction comprehension skills.

Lake Como's subgroup data shows that opportunities for growth exist for all of our subgroups, but especially our English Language Learners (ELL) and our Students with Disabilities (SWD). The gap is larger for both subgroups when looking at the ELA scores versus the Mathematics scores. In ELA the gaps are about 50 points for each subgroup when compared to the performance of the White students. In Mat the gap narrows down to about a 30 point difference for each subgroup. This trend is also present when looking at the progress monitoring data from iReady that was used to track progress in 2020.

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

Several factors contributed to this need for improvement. During the 2020-2021 school year, many families opted for children to remain home and to participate in distance learning. Distance learning made it challenging for teachers to provide the appropriate scaffolds and supports that students needed in order to fully differentiate the lesson. A lack of differentiation was more detrimental to our SWD and ELL subgroups. Even our students who attend school in a face-to-face instructional model still experienced challenges. The restrictions caused by the pandemic reduced the use of shared materials, such as manipulatives, and close contact in small groups and/or one on one tutoring sessions. This year Lake Como will return to a true rotational model where teachers can meet safely with students in differentiated small groups. We will use our MTSS coach and our intervention specialists to identify students in all subgroups who are struggling. They will support both the classroom teacher and the ESE resource teachers to ensure that children are receiving multiple layers of support in order to reach grade level expectations.

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

There was considerable improvement from the 2018 FSA to the 2019 FSA in three categories. Learning gains of the lowest 25 percent in Mathematics increased 30 points. Learning gains of the lowest 25% in ELA increased 20 points. Overall Science achievement increased 15 points.

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

In 2019 the school implemented the Renaissance program. This purpose of this program is to promote high achievement and positive behaviors with both student and staff recognition.

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

The strategies that will be implemented are the frameworks for instruction in both the Core reading/math block and the framework for intervention. With the addition of the new block of time dedicated to math interventions, the framework will play a key role in acceleration of learning. The math intervention block will utilize the SBUA data and will focus on the trailing standards that the identified students need additional practice. Two new intervention teachers will also be used to help struggling students in both reading and math. Monthly data meetings by grade level to monitor unit assessments and diagnostic assessments to track progress, especially of the lowest quartile and ESE/ELL subgroups.

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.

Instructional staff will participate in weekly professional learning communities by grade level to discuss upcoming standards and best practices for classroom implementation. These sessions will be facilitated by the content area coaches and attended by school administrators.

Staff will also participate in a year-long study of Social and Emotional Learning and how Our school based SELL team will attend district professional development and use the learning to evaluate the climate and culture for social and emotional learning to implement necessary responsive practices and related strategies and resources.

Staff will also participate in professional learning centered around best practices for struggling learners, especially those who are considered English Language Learners and students with an Individualized Education Plan.

Since Mathematics and Science are two subjects with opportunities for growth, Lake Como will also focus on embedding hands on experiences so that students will develop a deep conceptual understanding of these two subjects.

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

Lake Como believes in rewarding children and staff on a regular basis. Research shows that positive reinforcement positively affects a student's self esteem because it shows the student what their strengths are, which allows them to capitalize on these strong suits. Pep rallies, Lions of the month and snack attacks help children and adults to realize that hard work and effort are appreciated and can yield positive results.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description
and
Rationale:**

Lake Como School will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: study habits, being able to communicate feelings and self control/management.

According to the Panorama Survey During the 2020-2021 school year, 46% of students stayed calm when someone was bothering them and 56% kept their temper under control. In order to increase this percentage by 5%, we will teach self management skills through the health block and implement small group social skills groups.

Measurable Outcome:

According to the Panorama Survey During the 2020-2021 school year, 49% were able to clearly communicate their feelings. With a focus on school wide SELL strategies, classroom health lesson and class guidance lessons, we will increase the percentage by 5%. Students will feel more confident and competent to express and communicate their feelings.

Lake Como has a total of 62 students with two or more early warning indicators. By closely monitoring and providing proactive strategies, we will decrease the amount of students with early warning indicators by at least 10%.

Monitoring:

Lake Como will monitor the Early warning indicators by tracking students with failing grades, poor attendance and behavior calls. This data will be tracked and discussed in weekly leadership meetings.

Person responsible for monitoring outcome:

Ella Patriarch (ella.patriarch@ocps.net)

Evidence-based Strategy:

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Strategy:

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement

efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard

Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Jill Lambert (jill.lambert@ocps.net)

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

Area of Focus Description and Rationale:	Lake Como will focus on differentiating instruction in order to increase learning gains of the lowest 25% and the highest 25% as well as our ELL and ESE subgroups. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students.
Measurable Outcome:	At least 55% of our students will show the equivalent of one years growth based on ELA and Mathematics learning gains on the 2022 spring FSA.
Monitoring:	Lake Como will monitor targeted students through a data spreadsheet tracking ongoing progress of students in high risk subgroups. Lake Como will monitor students through monthly data meetings with classroom teachers, the MTSS coach and instructional coaches. Data will also be monitored in weekly Leadership Team Meetings. Teachers will also have individual data chats with students.
Person responsible for monitoring outcome:	Alecia Ransom (alecia.ransom@ocps.net)
Evidence-based Strategy:	Lake Como will implement the MTSS process with fidelity to ensure that the needs of all students are being monitored closely and that adjustments to their educational plans are addressed as needed.
Rationale for Evidence-based Strategy:	Implementation of an effective MTSS program eliminates the “wait to fail” situation that prevents at-risk students from receiving intervention sooner versus later. While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas. These progress monitoring techniques provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately. MTSS also encourages better collaboration between teachers and families as families are kept abreast of ongoing changes to a child's instructional plan.

Action Steps to Implement

Lake Como hired Ms. Ransom as our MTSS coach/interventionist. Ms. Ransom will coach teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, tier 2 and tier 3. She will schedule and facilitate monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children.

Person Responsible Alecia Ransom (alecia.ransom@ocps.net)

Teachers will conduct data chats with students on a monthly basis. Teachers will support students in setting appropriate goals and monitoring data towards these goals.

Person Responsible Ella Patriarch (ella.patriarch@ocps.net)

Administration will meet monthly with grade level teams for data chats to review student progress with an emphasis on the progress of the lowest 25% and our ELL and ESE students.

Person Responsible Ella Patriarch (ella.patriarch@ocps.net)

Teachers will use the iReady assessment data, Literably data and SBUA data to drive their instruction and provide reteaching and enrichment opportunities for students. The school will create instructional groups on iReady based on subgroups so that student usage and progress can be more closely monitored.

Person Responsible Debra Vereen (debra.vereen@ocps.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Lake Como FSA and iReady Math data shows a pattern of trending lower than the reading data. Additionally, the loss of instruction during the pandemic created gaps in understanding that were problematic in mathematics.

Measurable Outcome: The 2021 math proficiency was 47% and math learning gains was 39%. With a focus on math instruction, reteach and enrichment opportunities, we will increase the proficiency rates by 10%.

Monitoring: All teachers in grades 2-8 will use the district created SBUA to monitor student understanding at the conclusion of each unit. These assessments will scanned into performance matters, where they will be analyzed by classroom teachers, administration and instructional coaches.

Person responsible for monitoring outcome: Ella Patriarch (ella.patriarch@ocps.net)

Evidence-based Strategy: Teachers will use research based pedagogy to teach math concepts, track the data and systematically reteach concepts in order to reduce the gaps in understanding.

Rationale for Evidence-based Strategy: When students are provided with high quality, standards based instruction based on data, achievement will increase.

Action Steps to Implement

Orange County Public Schools has designated a specific time for math intervention during our school day. Teachers will be coached to analyze data and use this time to teach trailing standards. Data will be collected during each Unit Assessment and reassessment data.

Person Responsible Marissa Cole (marissa.mahler@ocps.net)

Bi-weekly common planning sessions in math to review standards and best practices. Particular practice will be given to teachers on how to utilize manipulatives in order to make learning concrete.

Person Responsible Marissa Cole (marissa.mahler@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus	On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) 46% of students in grades 3-5 scored below a level 3 in English Language Arts (ELA). Students in grade 5 scored the lowest, with 53% of students scoring below a level 3.
Description and Rationale:	
Measurable Outcome:	The 2022 ELA FSA will show an increase of at least 5 percentage points from 54% proficient to 59% proficient.
Monitoring:	Lake Como School will use systems and processes outlined in the K-12 Reading Plan to monitor progress towards our measurable outcome. Our school will use both the iReady diagnostic for all students and the iReady growth monitoring with students in Tier 2 and Tier 3. Members of the leadership team will conduct weekly walkthroughs. In addition, students in K-8, will be given the Standard Based Unit Assessments provided by the district upon the conclusion of each ELA unit.
Person responsible for monitoring outcome:	Ella Patriarch (ella.patriarch@ocps.net)
Evidence-based Strategy:	Lake Como School will teach students to decode words, analyze word parts, and write and recognize words.
Rationale for Evidence-based Strategy:	This instructional practice has a strong correlation with increased student achievement in English Language Arts. This selected instructional practice(s) has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28

Action Steps to Implement

Strengthen the common planning process.
 Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
 Include foundational planning in K-2

Person Responsible Niki Conti (niki.conti@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible Ella Patriarch (ella.patriarch@ocps.net)

Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

Person Responsible Niki Conti (niki.conti@ocps.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.

Lake Como's school incident rating was very high in comparison to other state combination schools. Lake Como was rated 284 out of 313 schools statewide. The majority of the incidents fell into the Violent incidents category. Per 100 students at Lake Como, there were 3.22 incidents. In contrast, property incidents were considered very low. The total number of reported suspensions was 97, although 70 were in-school suspensions where the student was receiving instruction, 27 were out of school suspensions. We have created a call log that is kept in the front office to monitor student behavior. The leadership team will monitor this data weekly during the leadership meeting. We will also review referral data at the leadership team meeting. The behavior team is comprised of a behavior specialist, a dean, a PASS teacher and a classified support. We have a four member behavior support team that will be conducting pro-active walks and check-ins with at risk students.

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.

Our school addresses building a positive school culture and environment ensuring all stakeholders are involved by fostering a positive relationships with students and families. Building relationships with our stakeholders is an important part of establishing a school culture that is perceived as inviting and caring.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to

support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school activities and initiatives.

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

School leadership: Our administrative team sets the tone for the entire school. This is done through regular communication, gaining feedback from various stakeholders and modeling promoting a positive culture.

Staff: Whether a staff member is in a classroom, in the office or in the cafeteria, they help create a warm, welcoming environment for anyone who comes to our campus. Anyone who interacts with other staff members, parents, students and community has the opportunity to help our stakeholders see our school's mission and vision in action. Our school works diligently to ensure that all staff members feel valued and empowered to serve our customers in their current role. Staff recognition and opportunities to interact as an entire school family, both socially and professionally (i.e. Professional development) help to build a positive culture where we all see ourselves as lifelong learners. Committees also help to engage a wide range of ideas and opinions into school policies.

Students: Students interact with other students and staff throughout the day. We use the health block to actively teach students appropriate ways to interact with both their peers and adults. Student focus groups help to gain their input so that they feel valued. Frequent recognition, such as Lions of the Week and Lions of the Month as well as our quarterly Renaissance celebrations help to keep standards high.

Parents: Parents are partners with the school. Regular communication helps parents and families to understand what is happening at school. Offering parents ways to participate in school activities (committees, volunteers opportunities as well as conferences) also empowers parents to feel more connected to our school family.

Part V: Budget

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

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