Lake Whitney Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Lake Whitney Elementary

1351 WINDERMERE RD, Winter Garden, FL 34787

https://lakewestones.ocps.net/

Demographics

Principal: Pamela Crabb

Start Date for this Principal: 2/12/2015

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (72%)
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	No	18%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

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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
Crabb, Pamela	Principal	Duties include serving as instructional leader by providing teachers with a common vision based upon data-based decisions by promoting standards-based instruction in order to maximize student achievement.
Smirti, Kimberlee	Instructional Coach	Duties include overseeing the implementation of the curriculum and assessments of students.
Durham, Tambi	School Counselor	Duties include monitoring students mental and emotional health to ensure that students are ready for learning.
Dudek, Nancy	Instructional Media	Duties include serving as classroom coach for teachers to assist them with implementing rigorous reading and learning strategies through the use of technology.
Spensieri-Hughes, Kristen	Administrative Support	Duties include serving as classroom coach, instructional support and MTSS coordinator for teachers to assist them with implementing rigorous reading and learning strategies through the use interventions, coaching and support.

Demographic Information

Principal start date
Thursday 2/12/2015, Pamela Crabb

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.*
41

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.*
1

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school
539

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	90	112	90	110	95	70	0	0	0	0	0	0	0	567
Attendance below 90 percent	6	1	6	9	3	5	0	0	0	0	0	0	0	30
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
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	6	8	14	5	10	0	0	0	0	0	0	0	43

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	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Monday 7/12/2021

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	68	76	90	92	73	111	0	0	0	0	0	0	0	510
Attendance below 90 percent	4	2	4	1	3	4	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	68	76	90	92	73	111	0	0	0	0	0	0	0	510
Attendance below 90 percent	4	2	4	1	3	4	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	1	0	0	0	0	0	0	0	0	0	1

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				84%	57%	57%	83%	56%	56%
ELA Learning Gains				68%	58%	58%	67%	55%	55%
ELA Lowest 25th Percentile				49%	52%	53%	53%	48%	48%
Math Achievement				86%	63%	63%	89%	63%	62%
Math Learning Gains				77%	61%	62%	76%	57%	59%
Math Lowest 25th Percentile				64%	48%	51%	63%	46%	47%
Science Achievement				83%	56%	53%	82%	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	88%	55%	33%	58%	30%
Cohort Comparison						
04	2021					
	2019	74%	57%	17%	58%	16%
Cohort Comparison		-88%				
05	2021					
	2019	86%	54%	32%	56%	30%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	62%	25%	62%	25%
Cohort Comparison						
04	2021					
	2019	86%	63%	23%	64%	22%
Cohort Comparison		-87%				
05	2021					
	2019	84%	57%	27%	60%	24%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	83%	54%	29%	53%	30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Lake Whitney used iReady as a progress monitoring tool for ELA and math. Performance Matters is the progress monitoring tool used for science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	64	82
	Economically Disadvantaged			
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	60	75
	Economically Disadvantaged			
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	74	88
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	69	92
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	78	64	94
	Economically Disadvantaged	69	69	88
	Students With Disabilities	28	29	57
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	42	69	85
	Economically Disadvantaged	25	62	88
	Students With Disabilities	0	28	43
	English Language Learners			

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	54	41	74
	Economically Disadvantaged	54	77	62
	Students With Disabilities	20	20	0
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	53	73	91
	Economically Disadvantaged	54	69	85
	Students With Disabilities	0	40	60
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	68	74
	Economically Disadvantaged	56	52	57
	Students With Disabilities	18	9	36
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	73	92
	Economically Disadvantaged	46	68	78
	Students With Disabilities	27	36	45
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	38	40		58	36		60				
ELL	73			86							
ASN	83	75		92	81		88				
BLK	68	50		68	30		45				
HSP	86	71		81	73		67				
WHT	88	66	45	91	65		94				
FRL	78	70		83	75		71				
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	61	71		45	62		50				
ELL	61	73		78	73						
ASN	89	56		95	100		85				

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
BLK	60	60	50	67	65		50				
HSP	86	77	58	82	69		93				
WHT	87	70	44	89	77	74	88				
FRL	78	70	60	82	82	64	70				
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	55	50	36	59	59	50					
ASN	92	68		100	79						
BLK	68	54		74	57						
HSP	67	53	33	77	79	64	82				
WHT	88	74	64	91	77	69	82				
FRL	65	45	22	75	65	52	62				

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	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	75
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	75
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?

ELA learning gains of the lowest 25% including ESE and ELL, continue to be of concern with a 52% proficiency level per i-Ready EOY diagnostic. This is a re-occurring trend with ELA learning gains of the lowest 25%, scoring at 50% in 2019, 53% in 2018, and 56% in 2017.

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

ELA learning gains of the lowest 25% with a proficiency level of 52% showed a decline of 1 percentage point from 53% proficiency level in 2018.

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

One contributing aspect was a lack of differentiation and small group instruction in fourth and fifth grades. Another contributing factor was that instruction on vocabulary and using informational texts were areas of weakness. Actions needed to address these areas of improvement include small skills groups emphasizing vocabulary and informational text.

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

Based on the data from the 2020-2021 i-Ready, the component that showed the most improvement was math. The overall math end-of-the-year (EOY) data for i-Ready shows 88% of our students are performing at grade level as compared to the beginning of the year (BOY) when i-Ready showed 45%.
Our 2019 math FSA data showed 86% of all students scored a level 3 or higher. Our i-Ready for 2021 shows an increase of 88%, which predicts a similar on-track performance.

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

Lake Whitney had a continued focus on fact fluency student-led number talks and a continuation of a competitive math team comprised of third through fifth-grade students. Differentiation during the math block was another new action taken in this area.

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

Strategies that will be implemented include data-driven dialogue and instruction, student engagement, and SEL implementation. S.T.E.A.M. activities across grade levels to accelerate and enrich instruction will also be implemented.

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.

Professional development opportunities will include i-Ready district training to help teachers use the students' instructional path to accelerate and differentiate their learning. We will utilize SEL strategies

to build on and strengthen foundations to monitor the health and well-being of staff and students. Second Step, SEL curriculum, will help us to continue the development of supportive class families and class meetings.

Collaboration with ESE support staff will enhance BPIE for all students during the ELA block.

A motivational math professional development highlighting math strategies for grades 3-5 will also be implemented.

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

To ensure sustainability, teachers will implement collaborative lesson planning in PLC meetings to analyze data, prepare for, and implement standards-based instruction focusing on differentiating reading and writing strategies to improve teacher proficiency and student achievement. Members of the leadership team will monitor grade-level PLC meetings for fidelity. An additional service will include best practices in inclusion education, BPIE, to include classroom community, social interactions, nurturing friendships, supportive behaviors, and providing positive role models for students.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Communication with staff, parents, and students Cultural Emotional Awareness SEL strategies Building a classroom community Provide positive role models
Measurable Outcome:	The measurable outcome will be the panorama survey data given to students, parents, and teachers to determine interactions with stakeholders and using the information gathered from the data below: Early Warning Systems indicator data SESIR data Panorama survey data Student Survey - School Climate, Sense of Belonging Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL Family Members - School Climate Culture & Climate Continuum data
Monitoring:	This area will be monitored for the desired outcome by using: Culture & Climate Continuum data Classroom Walkthrough trend data Evaluative instructional and leadership practice observational data Qualitative data from students, staff, and families
Person responsible for monitoring outcome:	Pamela Crabb (pamela.crabb@ocps.net)
Evidence-based Strategy:	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. Description of Monitoring: 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.
Rationale for Evidence-based Strategy:	Rationale for Strategy Selection: 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.
Resources/Criteria: 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

Implement a school-wide SEL curriculum- SEL curriculum and district plan -

Person Responsible Pamela Crabb (pamela.crabb@ocps.net)

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Person Responsible Pamela Crabb (pamela.crabb@ocps.net)

Create a training plan that leverages the trained school team members to train all necessary stakeholders in the implementation of the curriculum and Integrate Aligned Instructional and SEL Strategies

Person Responsible Pamela Crabb (pamela.crabb@ocps.net)

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

Person Responsible Tambi Durham (tambi.durham@ocps.net)

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:
Strengthening Communication
Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House)
Building Community
Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
Creating Connections

Person Responsible Tambi Durham (tambi.durham@ocps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	This area of focus comprises of increasing learning gains in ELA lowest quartile and reducing the achievement gap for students in ELL, and students with disabilities(SWD). The rationale for this area of focus is the learning gains for ELA decreased in 2020 compared to 2019 in the student subgroups of ELL and ESE decreased per i-Ready diagnostics. ESE student subgroups were at 32% and ELL was at 23% per i-Ready diagnostic.
Measurable Outcome:	We plan on seeing an increase in ELA learning gains for our lowest quartile from 50% proficiency to 53% proficiency.
Monitoring:	In order to monitor this area of focus, data meetings will be held on a monthly basis to keep track of student academics, and teachers will monitor and adjust the data as needed for individual student needs. PLC weekly meetings will be held to monitor common planning and implement standards-based instruction to target unfinished learning and acceleration to improve student achievement. Coaching will be implemented as needed for teachers based on classroom walkthroughs, observations, and data analysis.
Person responsible for monitoring outcome:	Pamela Crabb (pamela.crabb@ocps.net)
Evidence-based Strategy:	Teachers will use collaborative lesson planning in PLC meetings to analyze data, prepare for, and implement standards-based instruction focusing on differentiating reading and writing strategies to improve teacher proficiency and student achievement. Members of the leadership team will monitor grade-level PLC meetings for fidelity. Teachers will identify the individual academic levels of their students in order to differentiate their instruction to match the students' needs.
Rationale for Evidence-based Strategy:	The rationale for this strategy is that teachers need to identify the individual academic levels of their students in order to differentiate their instruction to match the students' needs. By identifying individual academic levels, teachers will be able to match student academic needs in order to increase student achievement and accelerate learning. The resources/criteria used for selecting this strategy are based on the need to increase student growth for our lowest 25% and ELL / ESE subgroups.

Action Steps to Implement

1. Teachers will be provided additional time to plan differentiated lessons based on culturally responsiveness, social-emotional learning, best practices in their PLCs.

Person Responsible	Pamela Crabb (pamela.crabb@ocps.net)

2. Teachers will choose culturally diverse text and deliberate questioning techniques when planning standards-based lessons and units.

Person Responsible	Kristen Spensieri-Hughes (kristen.spensieri-hughes@ocps.net)

3. Teachers will be provided additional time to create formative assessments in their PLCs. Teachers will develop and implement formative assessments.

Person Responsible	Pamela Crabb (pamela.crabb@ocps.net)

4. Teachers will analyze student performance on common assessments to determine student progress toward grade-level standards.

Person Responsible	Kimberlee Smirti (kimberlee.smirti@ocps.net)

5. Teachers will determine appropriate differentiated activities based upon common assessments outcomes.

Person Responsible	Kimberlee Smirti (kimberlee.smirti@ocps.net)

6. Teachers will monitor the progress of students regularly and make academic adjustments if students are struggling.

Person Responsible	Kristen Spensieri-Hughes (kristen.spensieri-hughes@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.

Lake Whitney ES had two discipline referrals in the 2020 school year. These referrals consisted of one level 1 and one level 2 offenses. When comparing the discipline to the county, Lake Whitey fell in the very low category and ranked #1 out of 126. When compared to the state, Lake Whitney ranked #1 out of 1,395.
Our primary focus will be to continue the implementation of the school-wide CHAMPS program with fidelity.
School culture and environment will be monitored through a focus on CHAMPS (school-wide behavior program) / PRIDE (Positive Attitude, Respect and Responsibility, Involved Learning, Dedication and Cooperation, and Effort and Excellence) and Second Step SEL curriculum.

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.

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 the next steps. The 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 staff.

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

Pamela Crabb, Principal, develop a positive culture and environment to enhance school-based and district-wide opportunities focused on building capacity in all stakeholders
Tambi Durham, Guidance Counselor, mental health designee, attend district-wide professional learning throughout the year
Patricia Gencarelli, Behavior Specialist - collaborate with school on personalizing and developing a positive culture and environment to enhance social skills
All Instructional Personnel - bridge the community and school, to help connect families with resources and build a culture for authentic family engagement in school staff