

Seminole County Public Schools

Lake Orienta Elementary School



2021-22 Schoolwide Improvement Plan

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Lake Orienta Elementary School

612 NEWPORT AVE, Altamonte Springs, FL 32701

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0601>

Demographics

Principal: Christine Peacock

Start Date for this Principal: 1/7/2020

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)	76%
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 (55%) 2017-18: C (52%) 2016-17: C (53%)
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 Seminole 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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>70%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>74%</p>

School Grades History

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

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SIP Authority

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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.

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens. The mission of Lake Orienta is to create a learning environment focused on the whole-student, which encourages autonomy, perseverance, and confidence through productive struggle with the support of families and the community.

Provide the school's vision statement.

The vision of Lake Orienta Elementary is to create productive life-long learners who value achievement and are responsible for their own success.

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
Peacock, Christine	Principal	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.
Saintil, Sandra	Assistant Principal	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.
Harrell, Toni	Instructional Coach	Provide Instructional support to teachers in grades kindergarten to second. Monitor and disaggregate Reading data of students K-5 Organize and Provide Tier 2 instruction for all students K-5 who are low 30% for their grade level. Organized and monitor the Tutorial Program for grade 3-5. Facilitate Common Planning sessions on reading foundational skills, reading comprehension and writing.
DeBonville, Mary	Instructional Coach	Provide instructional support to teachers in grades third to fifth. Monitor and disaggregate Reading data of students 3-5 Organize and provide Tier 2 instruction for all students 3-5 who are low 30% for their grade level based on FSA and i-Ready. Organize materials and monitor data of students in the Tutorial Program Facilitate Common Planning sessions on reading and writing.
Nunez, Linda	Teacher, K-12	To provide support to teachers, instruction for ELL students and monitor ELL progress. Conduct Data Chats with ELL students on a monthly basis
Key, Ania	Teacher, ESE	To provide support to teachers, instruction for SWD students and monitor SWD progress. Conduct Data Chats with SWD students on a monthly basis.
Boring, Denise	Other	Support with school wide behavior intervention. Implement and monitor Lake Orienta's PBIS plan. Provide Tier 3 support for behavioral intervention students. Support teachers with instructional resources and classroom needs.
Sheppard, Mitzi	Instructional Coach	Provide Instructional support to teachers in grades Kinder to fifth. Monitor and disaggregate Math data of students K-5 Organize and provide Tier 2 instruction for all students 3-5 who are low 30% for their grade level based on FSA and i-Ready. Organize materials and monitor data of students in the Tutorial Program. Facilitate Common Planning sessions on math and science. Implement Robotics and Stem activities
Johansson, Kristina	School Counselor	Facilitate weekly student study meetings and 504 meetings to discuss students' academic, behavioral and social-emotional needs. Work closely with classroom and ESE teachers to ensure accommodations are being implemented for student success.

Name	Position Title	Job Duties and Responsibilities
Nunez, Amy	Attendance/ Social Work	Support teachers with the implementation of social-emotional learning opportunities within the classroom. Provide additional SEL lesson through small group and individual students. Connect families with school, district and community resources.

Demographic Information

Principal start date

Tuesday 1/7/2020, Christine Peacock

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.*

10

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

605

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

10

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	106	99	99	113	95	93	0	0	0	0	0	0	0	605
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	11	3	0	5	6	0	0	0	0	0	0	0	25
Course failure in Math	0	5	3	4	0	0	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	12	16	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	21	17	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	2	13	12	21	0	0	0	0	0	0	0	0	0	48

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	4	4	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	7	5	12	8	8	0	0	0	0	0	0	0	40
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 8/27/2021

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	87	91	125	109	101	101	0	0	0	0	0	0	0	614
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	2	5	12	2	2	5	0	0	0	0	0	0	0	28
Course failure in Math	2	3	8	1	2	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18

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	1	2	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	9	6	10	11	0	0	0	0	0	0	0	39
Students retained two or more times	0	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	87	91	125	109	101	101	0	0	0	0	0	0	0	614
Attendance below 90 percent	0	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	0
Course failure in ELA	2	5	12	2	2	5	0	0	0	0	0	0	0	28
Course failure in Math	2	3	8	1	2	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18

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	1	2	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	9	6	10	11	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	67%	57%	60%	63%	56%
ELA Learning Gains				57%	61%	58%	50%	58%	55%
ELA Lowest 25th Percentile				51%	51%	53%	35%	47%	48%
Math Achievement				63%	70%	63%	61%	68%	62%
Math Learning Gains				61%	66%	62%	58%	62%	59%
Math Lowest 25th Percentile				40%	50%	51%	42%	46%	47%
Science Achievement				55%	62%	53%	60%	66%	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	61%	67%	-6%	58%	3%
Cohort Comparison						
04	2021					
	2019	50%	65%	-15%	58%	-8%
Cohort Comparison		-61%				
05	2021					
	2019	56%	64%	-8%	56%	0%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	71%	0%	62%	9%
Cohort Comparison						
04	2021					
	2019	61%	72%	-11%	64%	-3%
Cohort Comparison		-71%				
05	2021					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	62%	-9%	53%	0%
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 Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		26/34%	45/56%	61/70%
	Economically Disadvantaged		15/28%	29/53%	39/70%
	Students With Disabilities		0	1/11%	4/36%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		17/22%	39/48%	49/56%
	Economically Disadvantaged		12/22%	24/44%	31/55%
	Students With Disabilities		0	2/22%	3/25%
	English Language Learners		0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36/41%	50/52%	63/64%
	Economically Disadvantaged	25/37%	36/49%	47/64%
	Students With Disabilities	2/10%	2/9%	6/27%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/24%	29/30%	54/55%
	Economically Disadvantaged	15/22%	20/27%	38/51%
	Students With Disabilities	1/5%	2/9%	2/9%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/20%	25/28%	43/43%
	Economically Disadvantaged	11/16%	15/21%	25/33%
	Students With Disabilities	1/5%	3/15%	5/25%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/20%	33/37%	57/59%
	Economically Disadvantaged	12/18%	20/29%	36/50%
	Students With Disabilities	2/11%	5/28%	8/40%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29/37%	39/48%	44/51%
	Economically Disadvantaged	16/28%	21/36%	27/45%
	Students With Disabilities	1/5%	2/9%	5/22%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/29%	29/36%	54/64%
	Economically Disadvantaged	13/24%	18/31%	31/52%
	Students With Disabilities	1/5%	0	9/39%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/31%	34/39%	34/38%
	Economically Disadvantaged	17/26%	22/32%	23/32%
	Students With Disabilities	2/13%	2/12%	1/6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/33%	38/45%	40/45%
	Economically Disadvantaged	15/23%	25/38%	28/39%
	Students With Disabilities	0	1/6%	1/6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	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	25	43	54	26	24	21	25				
ELL	35			42							
BLK	29	36	50	30	18		25				
HSP	52	42		48	16		35				
WHT	76	67		77	56		81				
FRL	43	40	44	41	25	29	39				
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	16	32	30	20	50	46	13				
ELL	33	44	57	52	62	58					
BLK	49	45	36	50	56	36	38				
HSP	54	54	54	64	64	44	47				
MUL	65	67		65	61						
WHT	72	64	40	74	63	40	79				
FRL	51	52	52	58	58	41	47				
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	28	29	28	24	39	35	33				
ELL	42	69		46	63						
BLK	48	43	38	52	45	40	42				
HSP	57	51	33	54	54	39	55				
MUL	53			59							
WHT	71	54		73	72		75				
FRL	55	46	35	55	53	41	53				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	49
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	
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	31
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	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
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	71
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	41
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?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

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

The achievement and learning gains of students with disabilities demonstrates the greatest 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?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

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 will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome: Increase achievement and learning gains for students with disabilities.

Monitoring: This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome: Christine Peacock (christine_peacock@scps.k12.fl.us)

Evidence-based Strategy: Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy: Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

- Student owned progress monitoring
- Low 30% Monitoring
- High Level 1 and High Level 2 Monitoring
- Low Level 3 Acceleration
- Collaborative Data Driven PLCs
- Tutoring
- See SCPS School Improvement Plan for additional details

Person Responsible Christine Peacock (christine_peacock@scps.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Improving Reading/ELA instruction for all students. FSA achievement data reflects that less than 50% of students scored a level 3 or above on the 2021 FSA.
Measurable Outcome:	The measurable outcome will be an increase in the percentage of students scoring level 3 or above on the spring 2022 FSA.
Monitoring:	This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA and iReady outcomes
Person responsible for monitoring outcome:	Christine Peacock (christine_peacock@scps.k12.fl.us)
Evidence-based Strategy:	Research reflects a 0.47 effect size for small group learning.
Rationale for Evidence-based Strategy:	By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

Action Steps to Implement

Developing highly collaborative PLCs strategically focused on the use of formative assessment data.
 Utilizing results of DRA and iReady diagnostics to design reading acceleration support for students.
 Utilizing SCPS Early Warning/MTSS systems to support interventions.
 Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.
 Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.
 Utilizing additional research-based intervention curriculum for tier 2 and 3 students.
 See Seminole County Public Schools’ School Improvement Plan for additional details

Person Responsible Christine Peacock (christine_peacock@scps.k12.fl.us)

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.

Discipline data is reviewed during bi-weekly leadership meetings. The team identifies students with multiple infractions, discuss the magnitude of the behaviors and makes recommendations for potential tiering of students. Additionally, discipline data is reviewed with the curriculum leaders and SAC. Classroom teachers incorporate lessons that promote positive behavior in school and social-emotional learning.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Lake Orienta has a core group of faculty and staff members that comprise our PBIS team. The team has worked on establishing a set of positive expectations to be taught and reinforced throughout the school. Students are recognized by all staff members for demonstrating Penguin PRIDE throughout the school day. Our Penguin Buck system allows students to earn money to spend our school store. The school store is supported through donations from our local community members and our PTA.

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

Lake Orienta Elementary prides itself in promoting a positive culture and environment for all stakeholders. Celebrations are done on the morning news recognize accomplishments of students, while staff are recognized in our school-wide newsletter. A new V.I.P. (Very Impressive Penguins) program allows any person on campus to recognize another for going above and beyond. VIPs are recognized on the news, newsletters, and social media. Throughout the year, our PTA promotes positive culture through honoring the leadership team, faculty and support staff. Recently, Lake Orienta reestablished a hospitality committee. The role of the committee is sponsor activities within school and throughout the local community that unite staff.