

Orange County Public Schools

Bay Lake Elementary



2021-22 Schoolwide Improvement Plan

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Bay Lake Elementary

12005 SILVERLAKE PARK DR, Windermere, FL 34786

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

Demographics

Principal: Lakeitha Mincey

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	39%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (69%) 2016-17: A (71%)
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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Bay Lake Elementary

12005 SILVERLAKE PARK DR, Windermere, FL 34786

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

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SIP Authority

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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.

OCPS Mission - 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.

OCPS Vision - 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
Mincey, Lakeitha	Principal	<p>Ms. Lakeitha Mincey is the school-based instructional leader for academic and behavior instruction. She also ensures professional development is based on the needs of the staff to increase student achievement. Ms. Mincey monitors the School Improvement Plan Focus Points through the ongoing implementation of all school-based leaders and educators. She ensures the daily operations of the school and the safety of all. The principal provides opportunities for the leadership team, instructional core team, and classified team to have the tools needed to maintain a successful profession.</p>
Trick, Heather	Assistant Principal	<p>Ms. Heather Trick, Assistant Principal, serves as an instructional and behavioral leader. She oversees and supports teachers in implementing and monitoring effective whole group and small group instruction, including the strategic implementation of MTSS interventions, enrichment, and accommodations for ESE and ELL students. Additionally, Ms. Trick oversees and works with the staff and leadership team to plan and implement the School Improvement Plan, School Advisory Council initiatives, safety and emergency management procedures, and data-based changes to student-centered instruction. She also faithfully assist and supports the Principal's/ School Vision without hesitation.</p>
De La Torre, Carida	School Counselor	<p>Mrs. De La Torre, is the School Counselor provides mentoring group sessions, Second Step/Sanford Harmony Trainer/SEL Curriculum Expert, and leads the Social and Emotional Learning and Leadership Site Team. She also faithfully assist and supports the Principal's/School Vision without hesitation.</p>
Dabney, Wendi	Curriculum Resource Teacher	<p>Mrs. Wendi Dabney, Curriculum Resource Teacher, is an instructional leader who serves as the curriculum and data manager. She also coordinates staff development, serves as the testing coordinator, and coordinates the tutoring program. She also faithfully assist and supports the Principal's/School Vision without hesitation.</p>
Phillips, Ashley	Instructional Coach	<p>Mrs. Ashley Phillips, Instructional Coach, provides instructional support to teachers and oversees and participates in common planning for kindergarten through fifth grades. Mrs. Phillips also supports teachers in data analysis and planning for differentiated activities, small group instruction, and interventions in order to increase student learning gains. Mrs. Phillips works with teachers through the coaching cycle to improve instructional practices school-wide plans and implements our new teacher mentoring program. She also faithfully assist and supports the Principal's/School Vision without hesitation.</p>
Williams, Jameka	Staffing Specialist	<p>Mrs. Williams is the Staffing Specialist and MTSS Coach. She ensures the special education services, individual educational plans are implemented and followed by specific instructional support teams. Ms. Williams, organizes and facilitates staffing meeting with the participation of the itinerant team, teachers, and parent or legal guardian. She also faithfully assist and supports the Principal's/School Vision without hesitation.</p>

Name	Position Title	Job Duties and Responsibilities
Johnston, Margaret	ELL Compliance Specialist	Mrs. Johnston is the school's ESOL Compliance Teacher, Coordinator of WIDA Testing, facilitates ongoing Teacher- Parent- Student support for our English Language population, provides school wide professional development trainings, monitors LEP subgroup data, and faithfully assist and supports the Principal's/School Vision without hesitation.

Demographic Information

Principal start date

Thursday 7/29/2021, Lakeitha Mincey

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.*

5

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.*

4

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

680

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

22

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	83	120	118	102	128	128	0	0	0	0	0	0	0	679
Attendance below 90 percent	0	19	21	18	12	18	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	3	0	0	0	0	0	0	0	4

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	1	0	0	0	0	0	0	0	0	0	1
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 9/3/2021

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	37	133	118	124	128	147	0	0	0	0	0	0	0	687
Attendance below 90 percent	1	13	8	14	10	8	0	0	0	0	0	0	0	54
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	17	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13

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	3	9	0	0	0	0	0	0	0	13

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	0
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	83	120	118	102	128	128	0	0	0	0	0	0	0	679
Attendance below 90 percent	0	19	21	18	12	18	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	3	0	0	0	0	0	0	0	4

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	1	0	0	0	0	0	0	0	0	0	1
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				80%	57%	57%	78%	56%	56%
ELA Learning Gains				71%	58%	58%	69%	55%	55%
ELA Lowest 25th Percentile				56%	52%	53%	61%	48%	48%
Math Achievement				85%	63%	63%	79%	63%	62%
Math Learning Gains				74%	61%	62%	65%	57%	59%
Math Lowest 25th Percentile				59%	48%	51%	56%	46%	47%
Science Achievement				77%	56%	53%	77%	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	70%	55%	15%	58%	12%
Cohort Comparison						
04	2021					
	2019	68%	57%	11%	58%	10%
Cohort Comparison		-70%				
05	2021					
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	62%	17%	62%	17%
Cohort Comparison						
04	2021					
	2019	76%	63%	13%	64%	12%
Cohort Comparison		-79%				
05	2021					
	2019	75%	57%	18%	60%	15%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	54%	16%	53%	17%
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 & Science Progress Monitoring Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	38	57
	Economically Disadvantaged	10	34	51
	Students With Disabilities	50	100	100
	English Language Learners	7	24	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	32	51
	Economically Disadvantaged	25	20	50
	Students With Disabilities	50	50	100
	English Language Learners	18	20	35
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	38	51
	Economically Disadvantaged	18	33	44
	Students With Disabilities	0	0	0
	English Language Learners	11	11	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	25	37
	Economically Disadvantaged	12	30	36
	Students With Disabilities	0	0	0
	English Language Learners	6	14	28

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	39	57
	Economically Disadvantaged	33	39	54
	Students With Disabilities	0	20	10
	English Language Learners	20	30	49
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	19	50
	Economically Disadvantaged	8	16	44
	Students With Disabilities	0	0	20
	English Language Learners	8	16	51
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	36	46
	Economically Disadvantaged	16	21	32
	Students With Disabilities	0	33	17
	English Language Learners	20	25	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	20	55
	Economically Disadvantaged	2	6	42
	Students With Disabilities	0	17	17
	English Language Learners	6	18	43

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	32	38
	Economically Disadvantaged	17	26	32
	Students With Disabilities	0	0	0
	English Language Learners	5	17	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	29	44
	Economically Disadvantaged	21	22	40
	Students With Disabilities	0	0	0
	English Language Learners	11	18	30
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	67	68	68
	Economically Disadvantaged	59	53	59
	Students With Disabilities	0	50	0
	English Language Learners	56	57	57

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	18			28							
ELL	61	67	58	73	75	67	54				
ASN	78	80		87	70		82				
BLK	82			94			80				
HSP	69	66	55	75	67	52	68				
WHT	79	81		74	67		78				
FRL	65	56	45	67	60	44	62				
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	32	27	9	41	33	18					
ELL	68	71	66	77	76	64	74				
ASN	87	74		98	74		78				

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	85	81		82	57						
HSP	75	70	63	77	72	58	73				
WHT	82	69	37	90	81	63	86				
FRL	73	68	37	80	68	59	71				

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			39							
ELL	65	68	60	73	69	68	65				
ASN	86	72		88	70						
BLK	80	56		77	63		50				
HSP	72	64	63	74	67	67	73				
WHT	83	79	62	81	63	40	88				
FRL	69	62	52	72	60	49	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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	66
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	79
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	85
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	65
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	76
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	57
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?

In reflecting on our data, our overall proficiency in ELA, Math, and Science is an area of strength. However, students in the ESE, ELL, and Lowest 25% struggle to make learning gains in all academic areas.

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

Based off of our data, our greatest need for improvement is in supporting our Lowest 25% of students, including our ELL and SWD students.

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

Contributing factors related to these areas are lack of small group instruction during the pandemic as well as attendance, mobility, and parents' ability to support at home. In order to address these needs, the school team will strengthen practices and procedures for MTSS and interventions, enhance progress monitoring structures to improve data-based decision-making, and support Social Emotional Learning for students and staff.

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

Overall, Bay Lake showed the most improvement in overall proficiency in ELA, Math, and Science.

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

In regards to overall proficiency, the school team worked to implement rigorous, standards-based instruction with strategies targeted to set high expectations and maximize students' cognitive engagement within each lesson.

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

In order to accelerate learning, the school team will be enhancing our differentiated learning activities, small group instruction, and interventions to more closely target the needs of students who struggle to perform on grade level. We will also increase collaboration between the ESE team and ESOL department to implement highly effective strategies that benefit those subgroups of students. In addition, we will purposefully implement Social Emotional Learning to benefit staff and students in developing self awareness, self management, responsible decision-making, social awareness, and relationship skills.

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.

Continuous professional development will be provided to support Social Emotional Learning strategies and develop teachers' capacity in delivering targeted instruction and interventions, including training on high-yield strategies, research-based instructional resources, and tools for data analysis. In addition, feedback from classroom walkthroughs and teacher observations will be used to provide one-on-one coaching and ongoing instructional support within teachers' Professional Learning Communities.

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

This year, we will focus on implementing improved data-analysis tools and systems to help teachers interpret data, identify trends, plan for student-centered instruction, and monitor progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

By strengthening the instructional practices of the MTSS process and small group differentiated instruction, the school team will be able to implement intensive teaching to target subgroup and individual students' needs.

Area of Focus Description and Rationale: Through small group instruction and interventions, teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

Measurable Outcome: By strengthening and strategically implementing small group instruction, which is a high yield strategy for Exceptional Student Education, Learning Gains for Students With Disabilities will increase from 27% (2019) to 40% in ELA and from 33% (2019) to 40% in Math. In addition, Learning Gains for the Lowest 25% of students will increase from 56% (2019) to 60% in ELA and 59% (2019) to 65% in Math.

Monitoring: Small group and intervention instruction will be monitored through district and school common formative assessments. Interventions will be monitored weekly or bi-weekly using assessments from research-based instructional materials and programs.

Person responsible for monitoring outcome: Lakeitha Mincey (lakeitha.black@ocps.net)

Evidence-based Strategy: In order to strengthen small group instruction, we will build on our culture of professional collaboration and utilize the continuous improvement cycle to benefit student growth and achievement. Instructional teams will meet regularly to collaboratively plan small group instruction, including interventions, using research-based standards-aligned resources that target students' needs. Working alongside administration, these teams will monitor and measure the impact of intensive small group instruction using formative assessments, classroom observations, and other student evidences. We will modify our plan of action regularly as indicated by the data.

Rationale for Evidence-based Strategy: In order to increase learning growth for our Lowest 25th Percentile of students, it is necessary to leverage the school team's collective capacity to continually monitor, modify, and strengthen the outcomes of intensive small group instruction. By working through cycles of planning, implementation, assessment, analysis, and modification, we can continue to build on our practices and strengthen the impact of instruction on student learning and achievement.

Action Steps to Implement

Work with instructional teams, including ESE teacher and support staff, to plan for standards-aligned instruction using research-based resources to target students' needs through intensive small group instruction and interventions.

Person Responsible Ashley Phillips (113204@ocps.net)

Monitor students' progress through frequent formative assessments and data analysis.

Person Responsible Heather Trick (93923@ocps.net)

Provide training on evidence-based instructional resources for intervention. Monitor the effectiveness of intervention instruction through regular Tier 2 and Tier 3 meetings and implement instructional shifts to meet students' needs.

Person Responsible Jameka Williams (jameka.williams@ocps.net)

Provide training on research-based strategies and supports to target the needs of ELL students. Plan for intensive strategies and targeted lessons to support ELL students' vocabulary development.

Person Responsible Heather Trick (93923@ocps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: By focusing on effective strategies for Math instruction, the school team will improve student achievement, student learning gains and the learning gains of the students sitting in the lowest 25th percentile. This will require the school to implement structured progress monitoring and integrate mathematical practices to include standards-based instruction, real-world applications, fluency and abstract thinking tasks.

Research states students make progress in Math when the curriculum is focused, coherent and rigorous. In addition, students learn best when conceptual understanding is built before introducing procedures and skills. Teachers will plan and implement a focused, coherent and rigorous curriculum that builds from conceptual understanding through the use of manipulatives and visuals to meet the needs of all learners.

Measurable Outcome: By implementing effective strategies for Math instruction, we expect to increase Math Learning Gains from 74% (2019) and 66% (2021), to 75% on the 3rd-5th Grade Math FSA. In addition, we expect Math Achievement for Students with Disabilities to increase from 41% (2019) to 55% and, for English Language Learners, from 77% (2019) to 80%.

Monitoring: Student math achievement will be monitored through district and school common formative assessments. This will drive math instruction. Acceleration will be intentionally planned for and implemented for students who are more than one grade level behind and enrichment will be provided within this time for students who are on and above grade level.

Person responsible for monitoring outcome: Wendi Dabney (66119@ocps.net)

Evidence-based Strategy: Research shows that, when students are not able to generalize the use of mathematical skills to solve problems in different contexts in math, they lack conceptual understanding. When students understand concepts in math, they are able to use procedural knowledge of math skills in a variety of contexts and are fluent with operations with numbers. Also, when students lack prerequisite skills, they need intervention focusing on the concept before the skill with the use of scaffolds such as manipulatives and visuals to be successful with grade level content.

Rationale for Evidence-based Strategy: If teachers plan and implement lessons that build conceptual understanding before introducing mathematical procedures, students are more likely to generalize math problems in different contexts. This improves student achievement. Due to Covid, some students are missing prerequisite skills necessary for success with grade level math content. To address these gaps, teachers will focus on high-priority skills with the prerequisite concept in both core instructional and acceleration time.

Action Steps to Implement

The Instructional CORE Leadership team members will plan Math with grade levels.

Person Responsible Ashley Phillips (113204@ocps.net)

Students who are more than one grade level below will be identified and interventions will be planned with teachers and support staff.

Person Responsible Jameka Williams (jameka.williams@ocps.net)

Data will be analyzed and students will be grouped based on similar needs for intervention time.

Person Responsible Wendi Dabney (66119@ocps.net)

Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments as well as fluency checks.

Person Responsible Wendi Dabney (66119@ocps.net)

The work will be scaffolded to to meet student needs and supported by the ESE teacher when applicable.

Person Responsible Jameka Williams (jameka.williams@ocps.net)

Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standards based lessons using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance and Staffing specialist.

Person Responsible Heather Trick (93923@ocps.net)

Teachers will specify high priority standards and teach using iReady Prerequisite Acceleration Lessons.

Person Responsible Ashley Phillips (113204@ocps.net)

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

Area of Focus Description and Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. Bay Lake will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

By strengthening our school's culture for social and emotional learning, we will address the following school needs:

- Students' sense of belonging and their perceptions of the overall social and learning climate of the school.
- Barriers to parent engagement

Measurable Outcome: As a result of strengthening our culture for social emotional learning, we expect that students' sense of belonging will increase from 76% to 78% and their perceptions of the school climate will increase from 77% to 79%, as reported by the student Panorama surveys. In addition, we expect that the favorability of parents' responses in regards to barriers to engagement will increase from 88% to 90%, as reported by the family members Panorama survey.

Monitoring: The Social and Emotional Learning Leadership Site Team will create a SEL Implementation Plan to support continuous improvement. This plan will help outline the actions needed to achieve the SEL and leadership goals. Implementation and the effectiveness of this plan will be monitored through Classroom Walkthrough Trend data and Culture and Climate Continuum data.

Person responsible for monitoring outcome: Carida De La Torre (carida.delatorre@ocps.net)

Evidence-based Strategy: The school team will 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.

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.

Rationale for Evidence-based Strategy: 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

Implement a school-wide SEL curriculum, ensuring the school team receives training on SEL curriculum.

Person Responsible Carida De La Torre (carida.delatorre@ocps.net)

Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Person Responsible Lakeitha Mincey (lakeitha.black@ocps.net)

Create and facilitate opportunities to welcome families and introduce key staff through events such as Open House and Coffee with the Counselor.

Person Responsible Carida De La Torre (carida.delatorre@ocps.net)

Establish a family-friendly system of communication and engagement with multiple ways to gather and respond to families' questions, suggestions and needs. Create flexible events and opportunities for families.

Person Responsible Heather Trick (93923@ocps.net)

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices.

Person Responsible Heather Trick (93923@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.

According to data from the SafeSchoolsforAlex.org, Bay Lake has a notably high number of reported violent incidents as compared to property incidents or drug/public order incidents. In 2019-2020, the school reported 6 violent incidents, relating to threats or intimidation, physical attack, or sexual harassment. Out of the 6, 4 of those incidents were transient threats that were made by an individual student against another person.

As we enhance the implementation of Social and Emotional Learning, we will be monitoring our behavior and discipline data and specifically targeting areas of self-awareness, self-management and responsible decision-making to address this area of concern. Through these areas of focus, students will be able to better identify their emotions, control their impulses, manage stress, and respond appropriately to solve social and emotional issues, thus reducing occurrences of transient threats.

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, Bay Lake will 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 staff.

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

Bay Lake's core team of teachers and administrators, which includes our 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 staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00