Lake Weston Elementary

2022-23 Schoolwide Improvement Plan

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Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

https://lakewestones.ocps.net/

Demographics

Principal: Meigan Rivera

Start Date for this Principal: 6/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: B (57%) 2017-18: F (31%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Rivera, Meigan	Principal	Ms. Rivera serves as the instructional leader of Lake Weston Elementary. She monitors instructional delivery of the standards and allocation of resources to ensure students are being provided with a high-quality education. The principal facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. Ms. Rivera establishes systems of support that result in a supportive learning environment with high expectations and increased student outcomes. Equally important, she provides avenues for teachers to collaborate, plan rigorous lessons, and contribute input for the optimal functioning of the school. The principal engages with district and community members to facilitate the use of resources that directly impacts student achievement.
Fitzgerald, Shantel	Assistant Principal	
Adams, Julie	Curriculum Resource Teacher	
Gerena, Jazzmen	Reading Coach	
Apollon, Kettia	Math Coach	
Trotman, Cassandra	Science Coach	
Rodriguez, Maria	Instructional Coach	
Hammond, Karla	Dean	

Demographic Information

Principal start date

Tuesday 6/1/2021, Meigan Rivera

Number of teachers with a 2022 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 2022 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.*

7

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

500

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Number of students enrolled	86	74	71	77	76	85	0	0	0	0	0	0	0	469
Attendance below 90 percent	4	6	1	16	20	23	0	0	0	0	0	0	0	70
One or more suspensions	3	1	1	3	3	4	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	3	0	9	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	3	2	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	35	40	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	30	40	0	0	0	0	0	0	0	94
Number of students with a substantial reading deficiency	15	4	20	25	22	33	0	0	0	0	0	0	0	119

Using the table above, complete the table below with the number of students by current grade level who have 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	5	2	1	10	7	11	0	0	0	0	0	0	0	36

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 7/20/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	1	9	33	10	12	0	0	0	0	0	0	0	69

The number of students identified as retainees:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	1	9	33	10	12	0	0	0	0	0	0	0	69

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%	56%	56%				45%	57%	57%
ELA Learning Gains	54%						66%	58%	58%
ELA Lowest 25th Percentile	53%						61%	52%	53%
Math Achievement	47%	46%	50%				56%	63%	63%
Math Learning Gains	67%						71%	61%	62%
Math Lowest 25th Percentile	58%						55%	48%	51%
Science Achievement	33%	61%	59%				45%	56%	53%

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**	
01	2022						
	2019						
Cohort Comparison							
02	2022						
	2019						
Cohort Comparison		0%					
03	2022						
	2019	39%	55%	-16%	58%	-19%	
Cohort Comparison		0%					
04	2022						
	2019	52%	57%	-5%	58%	-6%	
Cohort Comparison		-39%					
05	2022						
	2019	39%	54%	-15%	56%	-17%	
Cohort Comparison		-52%					

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
01	2022						
	2019						
Cohort Comparison							
02	2022						
	2019						
Cohort Comparison		0%					
03	2022						
	2019	53%	62%	-9%	62%	-9%	
Cohort Comparison		0%					
04	2022						
	2019	56%	63%	-7%	64%	-8%	
Cohort Comparison		-53%					
05	2022						
	2019	53%	57%	-4%	60%	-7%	
Cohort Comparison		-56%					

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2022						
	2019	43%	54%	-11%	53%	-10%	
Cohort Comparison							

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	45	45	19	52	47	18				
ELL	30	55		48	76		40				
BLK	22	49	48	44	62	48	23				
HSP	30	58		55	79		48				
WHT	15			43							
FRL	22	51	48	46	68	62	28				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	3			8							
ELL	22			32							
BLK	21	33		37	29		25				
HSP	32	56		39	44		43				
FRL	25	42	45	36	32	23	29				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	67	64	10	50	47					
ELL	47	73		63	85		55				
BLK	44	67	53	53	63	41	36				
HSP	48	67	71	62	84	77	56				
FRL	45	66	69	56	70	60	45				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
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	55
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Math achievement, learning gains, and lowest 25% components improved in 2022. Science achievement also increased from 30% to 33%. ELA achievement decreased by 2%. All subgroups demonstrated improvement with the exception of students with disabilities. This subgroup decreased in comparison to the other subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components, based upon progress monitoring and the 2022 state assessments, that demonstrate the greatest need for improvement are ELA and science proficiency. These two components were the lowest areas of performance with 25% of students demonstrating proficiency in ELA and 33% students demonstrating proficiency in Science. This was a 2% decrease in ELA and 3% increase in science over the previous years' scores. Math showed a 9% increase in proficiency, a 36% increase in learning gains and 38% increase in our lowest 25% learning gains.

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

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

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components, based on the 2022 state assessments were the math learning gains which demonstrated an improvement from 31% to 67% and math learning gains of the lowest 25% increase from 20% to 58%. Additionally, third grade math proficiency increased on the 2022 state assessment from 31% to 56%.

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

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

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

In order to accelerate learning, there will be an emphasis placed on standards-based instruction, authentic student engagement, monitoring student learning outcomes, and literacy strategies during the school's power hour (extra hour block) and after school tutoring. The focus will shift from remediation to acceleration. Also, Tier I interventionists will be utilized to support acceleration during core instruction. During the 2020 and 2021 school year, students missed substantial direct instruction minutes as well as social/emotional learning opportunities. In conjunction with an intense focus on standards-based instruction, monitoring for student learning, authentic student engagement, and literacy strategies, the team will emphasize the importance of social emotional learning to bolster student achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Prior to the commencement of the school year, instructional staff will participate in training on instructional strategies for power hour and after-school tutoring. Teachers will receive strategies for engaging students, monitoring the students' level of authentic engagement, and methods to re-engage students. Teachers will also have the opportunity to review instructional focus calendars with the resource team and analyze the new B.E.S.T. standards prior to planning daily lessons. Furthermore, members of the instructional and leadership team will have the opportunity to participate in Building the School Family with positive behavior support and responsible decision making. Throughout the school year, our leadership team will provide professional development opportunities, establish model classrooms, and conduct classroom walkthroughs to support teachers with the implementation of the positive behavior system. Relationship building will support the social-emotional component of acceleration. When student's social-emotional needs are attended to, student achievement increases.

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

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lake Weston Elementary will increase the overall proficiency and in math by closely monitoring for student mastery during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in math increased to 47% on the 2022 Florida Standards Assessment. The goal is to continue to see an increase in Math achievement to at least 50%, particularly with the lowest 25% and bubble students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the Math portion of the 2023 Florida Standards Assessment. The measurable outcomes for the 2023 FSA as compared to the 2022 FSA are as follows: Math proficiency increased from 47% to 54%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored weekly during team and individual data meetings. Student common assessment and i-Ready data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.
Person responsible for monitoring outcome:	Meigan Rivera (meigan.rivera@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support this area of focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

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

Person Responsible   Kettia Apollon (kettia.apollon@ocps.net)

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

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lake Weston Elementary will increase the overall proficiency in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in ELA decreased on the 2022 Florida Standards Assessment. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the 2023 Florida Standards Assessment. The measurable outcomes for the 2023 FSA as compared to the 2022 FSA are as follows: ELA proficiency increased from 25% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored weekly during team and individual data meetings. Student common assessment and i-Ready data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.
Person responsible for monitoring outcome:	Meigan Rivera (meigan.rivera@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support this area of focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement. 1. Provide professional development opportunities that target: a. Strategies to differentiate instruction b. Effective writing instruction c. Using PLCs to analyze data and focus instruction

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible   Jazzmen Gerena (jazzmen.gerena@ocps.net)

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

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

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lake Weston Elementary will increase our focus on Social Emotional Learning, including positive behavior interventions, opportunities for staff development, and counseling to provide additional supports and interventions for students in need. This area of focus was selected to improve classroom management in order to decrease discipline referrals, suspensions and threat incidents during the 2022–2023 school year. There was an increase in the previous years.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome is to decrease the number of discipline referrals, suspensions and threat incidents for the 2021-22 school year as compared to the previous school years.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored during behavior team, threat assessment team and SEL meetings.
Person responsible for monitoring outcome:	Meigan Rivera (meigan.rivera@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional development opportunities that focus on Social Emotional Learning, including Conscious Discipline, building school family, connection, conflict resolution, de-escalation, and equity. In addition, we will acknowledge and appreciate social diversity to support this area of focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies will be used in an effort to develop teachers' behavioral management techniques along with increasing an appreciation and understanding of social diversity.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

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

Person Responsible   Karla Hammond (karla.hammond@ocps.net)

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

Person Responsible   Karla Hammond (karla.hammond@ocps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Lake Weston Elementary will increase the overall proficiency in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in ELA decreased on the iReady Diagnostic Assessment. 1st grade decreased from 59% to 36% proficient. 2nd grade demonstrated 43% proficient. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Lake Weston Elementary will increase the overall proficiency and in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the overall number of students

who were proficient in ELA decreased on the 2022 Florida Standards Assessment. 3rd grade decreased from 24% to 21% proficient. 4th grade increased from 18% to 28% proficient. 5th grade decreased from 32% to 26% proficient. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the iReady Diagnostic Assessment. The measurable outcomes for the 2023 FSA as compared to the 2022 FSA are as follows:
ELA proficiency in 1st grade increased from 36% to 50%
ELA proficiency in 2nd grade increased from 43% to 50%

Grades 3-5: Measureable Outcome(s)

The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the 2023 Florida Standards Assessment. The measurable outcomes for the 2023 FSA as compared to the 2022 FSA are as follows:
ELA proficiency increased from 25% to 41%

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area will be monitored weekly during team and individual data meetings. Student common assessment and i-Ready data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Rivera, Meigan, meigan.rivera@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support this area of focus. Instructional staff will use SIPPs, Phonics for Reading, and Scholastic leveled readers to address this concern by building a strong foundation in reading and improve student outcomes.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.
1. Provide professional development opportunities that target:
a. Strategies to differentiate instruction
b. Focused small group instruction based on student need
c. Using PLCs to analyze data and focus instruction

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
We will provide an increased focus on the use of instructional strategies along with strategic interventions to improve student achievement during structured common planning sessions and data discussions. PLCs three times per week will help plan benchmark-based questions. - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. - Literacy Coaching - The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. - Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. EOY and FSA data are being used to initialize the student groups and upcoming diagnostic data will be used to update the groups. - Professional Learning - Available in SIPPS, Heggerty and B.E.S.T. Benchmarks.	Rivera, Meigan, meigan.rivera@ocps.net
MTSS process will be structured as students are properly placed in fluid Tiers based on their needs. Extra hour of reading will be used to provide additional, differentiated instruction in fluid, homogeneous, student groups. - Literacy Leadership - The Leadership Team will monitor Functional Basic Skills (FBS), Extra Hour Instruction and Small Group Instruction by utilizing classroom walkthroughs. - Literacy Coaching - Lessons for small group instruction will be addressed during the PLC process. - Assessment - Assessment information gathered from FBS, Extra Hour Instruction and Small Group Instruction will be utilized to make adjustments to the student groups. - Professional Learning - Training opportunities in SIPP, Heggerty and B.E.S.T. standards will be available.	Rivera, Meigan, meigan.rivera@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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

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