

Orange County Public Schools

Lake Como School



2022-23 Schoolwide Improvement Plan

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Lake Como School

2450 E GORE ST, Orlando, FL 32806

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

Demographics

Principal: Cooper Alexander

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (60%) 2017-18: C (46%)
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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2450 E GORE ST, Orlando, FL 32806

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>92%</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>62%</p>

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
		<p>make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
Conti, Niki	Reading Coach	<p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the district created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p>
Spriggs, Tessa	Instructional Coach	<p>Ms. Spriggs is our MTSS coach/interventionist. In this role, Ms. Spriggs coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, tier 2 and tier 3. She schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different diagnostic tools and the various intervention materials and strategies that are available to use with children. She also teaches her own small group intervention lessons in both Reading and Mathematics to students who have been identified as needing an additional layer of support. She is also the team leader for the entire intervention team. She supports and leads the group of 4 tier 1 intervention teachers.</p>
Brown, Kaye	Dean	<p>The dean supports the middle school teachers and students by enforcing the student code of conduct. By ensuring there is a calm and focused classroom environment, learning opportunities are maximized. The Dean works closely with the Behavior Specialist and classroom teachers to develop and implement proactive strategies to ensure student success. She works as a school-wide resource, helping teachers monitor student behavior for the MTSS process and the effectiveness of classroom management plans.</p>
Wingo, Ashley	Staffing Specialist	<p>Mrs. Wingo serves as our Staffing Specialist. She supports students, teachers and families with understanding the special needs of students with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>disabilities as well as our Gifted students. She conducts IEP meetings and provides parents with resources and extra support. She provides staff development opportunities for teachers so that they are better prepared to provide and document the services being offered to their students in need of ESE services.</p>
Hambrick, Alisa	Assistant Principal	<p>Mrs. Hambrick provides teachers with actionable feedback to enhance their professional practices. Mrs. Hambrick analyzes common assessment data to make timely instructional decisions that impact student achievement. She partners with the principal to implement systems and structures that yield a strong learning environment.</p>
Lambert, Jill	School Counselor	<p>The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being. She provides whole class lessons using the district provided curriculum. She also assists with course selection and scheduling at the middle school level.</p>
Shearer, Krishawna	Other	<p>Mrs. Shearer is the mental health designee at our school. She coordinates mental health supports for our scholars including small group and one on one sessions. Mrs. Shearer also facilitates the monthly threat assessment meetings on campus.</p>
Logan, Nyeshia	Other	<p>Ms. Logan supports the mental health of the students on our campus. Although she works with all students, her area of focus is middle school aged students. She conducts small group and one on one sessions as needed. Ms. Logan also supports our attendance initiative. She works with families and students to achieve an improved attendance rate with the goal being 100% of our students having an attendance rate of over 90 percent.</p>

Demographic Information

Principal start date

Tuesday 6/1/2021, Cooper Alexander

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.*

11

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

830

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

12

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

21

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	88	102	98	83	90	74	78	68	0	0	0	0	713
Attendance below 90 percent	6	30	30	21	22	22	23	21	11	0	0	0	0	186
One or more suspensions	0	1	1	0	1	5	4	10	12	0	0	0	0	34
Course failure in ELA	0	0	0	2	1	0	1	2	2	0	0	0	0	8
Course failure in Math	0	0	0	2	1	0	1	2	2	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	23	31	19	21	23	0	0	0	0	120
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	23	29	28	23	17	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	3	23	31	19	21	23	0	0	0	0	120

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	0	0	1	3	22	28	23	24	19	0	0	0	0	120

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	1	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	2	1	1	0	0	0	0	5

Date this data was collected or last updated

Saturday 8/13/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	0	5	10	11	11	21	0	0	0	0	62

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	0	5	10	11	11	21	0	0	0	0	62

The number of students identified as retainees:

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

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	53%	57%	55%				55%	62%	61%
ELA Learning Gains	49%						63%	60%	59%
ELA Lowest 25th Percentile	35%						65%	55%	54%
Math Achievement	59%	41%	42%				55%	61%	62%
Math Learning Gains	63%						64%	60%	59%
Math Lowest 25th Percentile	47%						61%	54%	52%
Science Achievement	46%	57%	54%				57%	56%	56%
Social Studies Achievement	67%	63%	59%				56%	74%	78%

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	52%	55%	-3%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	58%	9%
Cohort Comparison		-52%				
05	2022					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-67%				
06	2022					
	2019	49%	52%	-3%	54%	-5%
Cohort Comparison		-66%				
07	2022					
	2019	32%	48%	-16%	52%	-20%
Cohort Comparison		-49%				
08	2022					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-32%				

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	52%	62%	-10%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	75%	63%	12%	64%	11%
Cohort Comparison		-52%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	57%	-23%	60%	-26%
Cohort Comparison		-75%				
06	2022					
	2019	66%	43%	23%	55%	11%
Cohort Comparison		-34%				
07	2022					
	2019	36%	49%	-13%	54%	-18%
Cohort Comparison		-66%				
08	2022					
	2019	24%	36%	-12%	46%	-22%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	54%	10%	53%	11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-64%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	49%	-11%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	66%	-16%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	63%	-1%	61%	1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

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	15	25	26	29	50	39	29				
ELL	30	43	32	41	62	53	31				
BLK	38	42	30	49	64	38	42	56			
HSP	47	49	32	52	64	59	41	69	83		
MUL	59	47		65	67						
WHT	64	53	43	69	63	32	54	73	67		
FRL	39	46	33	46	58	44	39	55	64		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	25	32	16	32	18	15	10			
ELL	12	13		22	33						
BLK	44	46	27	32	26	18	23	20			
HSP	41	39	44	41	48	32	27	46	36		
MUL	59	43		44	31						
WHT	66	42		60	42	36	58	50	50		
FRL	43	38	24	37	39	26	32	26	13		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	53	60	38	57	53	27				
ELL	29	52	63	35	63	59	25				
BLK	39	56	64	44	64	60	47	50			
HSP	38	53	59	42	60	53	40	40			
MUL	71	64		57	55						

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
WHT	77	78		72	69		73	67	73		
FRL	44	59	63	49	62	61	52	52			

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	53
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	31
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	54
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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?

The 2022 FSA results indicate that Lake Como's achievement data aligns well with that of our district. In fact, Lake Como earned 55% of the total possible points that are used to calculate school grade, up from 41% of the total points in 2021. There were three reporting categories that were slightly above the district average including ELA achievement, Math achievement and Math learning gains. When disaggregating data by grade level and subject area, middle school scores in both ELA and Science trend lower than elementary level data. When analyzing Lake Como's progress monitoring data gained from the iReady assessments, iReady predicted our ELA achievement on FSA. However, our iReady Math data was significantly lower than our Math FSA data. The students in our White subgroup outperform all other subgroups at our school.

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

Although the learning gains of the students in our lowest 25% in ELA increased from 2021 to 2022, they are still below the district average. Our school-wide Science data increased 9 percentage points to 46% proficient. This is below the district average of 56% proficient and below our Reading proficiency rate of 53% proficient. Middle school Science scores were significantly lower than elementary Science scores. Our students with disabilities subgroup (SWD) and our English Language Learners (ELL) continue to struggle to meet their peers in other subgroups.

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 pandemic continued to impact the consistency of high-quality instruction for every child. COVID positivity rates and parent fear kept many students out of school for extended periods of time. This coupled with staff absenteeism due to illness and a lack of substitutes to cover classes meant that instruction was often not as consistent as it needed to be to close the gaps created by the previous two years of the pandemic. In addition, our 8th grade Science teacher retired at mid-year. We had a long-term substitute covering the class under the guidance of our Math/Science coach. In order to combat these previous concerns, we have hired a certified teacher for 8th grade Science for the new school year. We have also hired four Tier 1 Intervention teachers who will each be assigned to two grade levels to support our most struggling students. These teachers will work under the guidance and support of our new MTSS coach who will guide them to constantly analyze data and make adjustments to materials and pedagogy as needed.

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

Lake Como increased in all nine reporting categories from 2021 to 2022. The largest increases were seen in Social Studies achievement (23 percent increase) and Math learning gains (24 percent increase) and the learning gains of the lowest 25% in Math (18 percent increase).

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

School administration restructured the weekly PLC meetings to increase the effectiveness of the time teachers spent in planning and teacher knowledge of the standards. Furthermore, the addition of a dedicated Math intervention block to the elementary master schedule gave teachers a much-needed time to reteach trailing standards in small groups based on the common assessment data. Our middle school Math team implemented a flipped classroom approach to teaching, assigning online direct instruction videos as homework and giving students opportunities to practice with feedback under the teacher's guidance in class. The flipped classroom model was instrumental in making practice more purposeful. Our school utilized a Civics boot camp to provide students with additional tutoring support to ensure that challenging standards were retaught and mastered.

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

The Reading intervention block was restructured, and our school will implement a walk-to intervention model, ability-grouping students across grade levels in grades 1 through 5. A walk-to intervention model will allow teachers to better differentiate and target student needs, improving learning gains for all students. Monthly data meetings by grade level will allow all stakeholders to monitor unit assessments and diagnostic assessments to track progress, especially of the lowest quartile and ESE/ELL subgroups. In addition, relaunching our MTSS process with a new MTSS coach will ensure that no child falls between the cracks. In 2022-2023 our school will be adding four full time interventionists to support our most fragile learners. These interventionists will be assigned to work with a grade-level band. They will work under the guidance of the school-wide MTSS coordinator.

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.

The professional development opportunities will be based on the three areas of focus: Standards-aligned instruction, Multi-Tiered Systems of Supports (MTSS) Framework and Social and Emotional Learning. While these overarching topics are broad, the following are some of the titles of the professional development opportunities:

- Implementing B.E.S.T Standards
- Taking a Deeper Dive Into the MTSS Process
- Small Group Framework (all content areas)
- Providing Targeted Support for ESE Population
- Life Skills (SELL)-Year 3 Implementation

Increasing student achievement within subgroups will be embedded into the professional learning experiences.

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

Differentiated and tiered coaching support will be provided to teachers based on classroom data and observational trends. Instructional trend feedback from administration will be given to teachers in need of Tier II or Tier III support on a bi-weekly basis.

Areas of Focus

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

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#1. Positive Culture and Environment specifically relating to Social and emotional learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lake Como will expand a culture for social and emotional learning (SEL) with all stakeholders. This will be done by implementing regular SEL classroom lessons and individual or group counseling lessons that focus on cooperative structures that empower all to maintain positive relationships in an environment that perpetuates safety and collaboration.

Academic learning is enhanced when adults and students have opportunities to interact with others and make meaningful connections both academically and socially.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student and staff Panarama surveys conducted in the spring will indicate an increase of 10% in areas related to SEL. These sub areas of the panorama surveys for students include: self-management and social awareness. For teachers, the sub areas are cultural awareness and school climate.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Counselors (mental health and guidance) will maintain an ongoing log tracking mental health and social/emotional conferences with students throughout school year. The SAFE coordinator will continue to track required threat assessments, including those triggered by threats of self-harm. Students in crisis will be referred to the appropriate mental health counselor for outside intervention when necessary. Behavioral data will also be tracked to monitor trends and make adjustments.

Person responsible for monitoring outcome:

Ella Patriarch (ella.patriarch@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Social and emotional learning will be embedded into daily interactions with both adults and students. Simultaneously, through distributive leadership, we will utilize both our site-based SELL team and our district SELL team to sustain collective efficacy and a culture of continuous improvement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

A positive school culture is key to the success of all persons on campus, including both staff and students. A culture of continuous learning with staff development and shared leadership opportunities will ensure that the students and staff meet their full potential.

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.

Counselors will create a spreadsheet to track student visits along with the purpose and outcome of each student visit. Data will be reviewed to identify students that would benefit from further SEL instruction, mentorship, or group sessions to increase student self care capacity.

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

Provide professional development on strengthening awareness and importance of Social Emotional Learning and Leadership (SELL) with instructional staff, support staff, and parents three times per year: August 2022, December 2022, and February 2023. Every adult in the school community will maintain a high rate of positive interactions with students and show genuine interest in their lives, their activities, and their goals.

Person Responsible Krishawna Shearer (krishawna.shearer@ocps.net)

Increase the percentage of students with an average daily attendance rate of 90% through Social Emotional Learning and Leadership (SELL) and mental wellness initiatives such as:

- Continue to promote strong relationships between teachers, administrators, support staff, and students
- Student check ins & support groups
- Calm corners in the classrooms
- Letters and phone calls to families with attendance encouragement and support
- Incentives for high attendance

Person Responsible Nyesha Logan (nyesha.logan@ocps.net)

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

Area of Focus
Description and Rationale: Lake Como will focus on differentiating instruction in order to increase proficiency rates for all students, especially the lowest 25% and our ELL and ESE subgroups. When teachers appropriately prompt and scaffold student understanding of new content, student achievement will increase for all students.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: At least 60% of our student population will show the equivalent of one year's growth based on the ELA end of year assessments (+11 points) and at least 65% (+2 points) of our student population will show the equivalent of one year's growth based on Math end of year assessments. Learning gains of the lowest 25% will increase to at least 55% in each content area (+20 points in ELA and +8 points in Math).
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Lake Como will monitor targeted students through a data spreadsheet, tracking ongoing progress of students in high-risk subgroups. Students will be monitored through monthly data meetings with classroom teachers, the MTSS coach and instructional coaches. Data will also be monitored in weekly Leadership Team Meetings. Teachers will also have individual data chats with students.
Describe how this Area of Focus will be monitored for the desired outcome.

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

Evidence-based Strategy: Lake Como will implement the MTSS process with fidelity to ensure that the needs of all students are being monitored closely and that adjustments to their educational plans are addressed as needed.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Implementation of an effective MTSS program eliminates the “wait to fail” situation that prevents at-risk students from receiving intervention sooner versus later. While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas. These progress monitoring techniques provide information that allow teachers to better evaluate student needs and match instruction, resources and interventions appropriately. MTSS also encourages better collaboration between teachers and families as families are kept abreast of ongoing changes to a child's instructional plan.
Explain the rationale for selecting this specific strategy. 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.

Lake Como hired Ms. Spriggs as our MTSS coach/interventionist. Ms. Spriggs will coach teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2 and Tier 3. She will schedule and facilitate monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for

students when the data suggests that a change may be necessary. She will maintain a resource room with intervention materials for classroom teachers.

Person Responsible Tessa Spriggs (tessa.spriggs@ocps.net)

Lake Como has added four Tier 1 Intervention teachers to our instructional staff for the 2022-2023 school year. These interventionists will be assigned to grade-level bands and will work alongside the grade-level teachers to ensure that all students are making adequate progress. They will use ongoing formative data to make instructional changes to the children they serve and the resources/strategies being used.

Person Responsible Tessa Spriggs (tessa.spriggs@ocps.net)

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

Person Responsible Alisa Hambrick (alisa.hambrick@ocps.net)

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

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

#3. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lake Como school will be implementing the BEST standards for the first time in the majority of classrooms on our campus, grades 3-8. It will only be year two of implementation of the ELA standards for teachers in grades K-2. In addition, new textbooks have been purchased as resources for teachers.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of our professional study and intentional practice, student proficiency rates will increase from 53% in ELA to 63% and from 59% in Mathematics to 69%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will take common unit assessments at the end of each unit in all core content classes. Administrators, instructional coaches and teachers will monitor this data for growth and enrichment/remediation opportunities.

Person responsible for monitoring outcome:

Ella Patriarch (ella.patriarch@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Staff will work in PLCs as a community of learners to understand and implement the new standards as well as use the new resources appropriately to maximize the learning opportunities we provide to students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When learning new information, research is clear that people need direct professional development followed by opportunities for safe practice and feedback. As a result, Lake Como will use the professional development cycle to implement a year of job-embedded professional development opportunities that will ensure that the standards and the teaching resources are being used appropriately in the classroom to increase student achievement.

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.

Teachers will work weekly in PLCs with instructional coaches and administration to plan instruction aligned to the BEST standards that is highly engaging and incorporates opportunities for all students to make meaning of the content.

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

Administrators will create a classroom walkthrough schedule that will be used to monitor instruction and provide feedback to teachers as they begin implementing the new standards. Trend data from classroom walkthroughs will be discussed in leadership team meetings and will be used to adjust resources and provide additional coaching support as needed.

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

Coaches will provide staff development on the standards and best practices for their implementation. Teachers will be identified to be used as model classrooms based on their implementation of the standards. Teachers will be given an opportunity to observe these model classrooms for an extension of the original staff development.

Person Responsible Marissa Cole (marissa.mahler@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.

Our school addresses building a positive school culture and environment and ensures all stakeholders are involved by fostering positive relationships with students and families. Building relationships with our stakeholders is critical to establishing a school culture that is perceived as inviting and caring.

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

School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school activities and initiatives.

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

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

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

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

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