Lake Magdalene Elementary School

2022-23 Schoolwide Improvement Plan

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Lake Magdalene Elementary School

2002 PINE LAKE DR, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Ann Perez

Start Date for this Principal: 6/15/2022

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: C (51%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 Hillsborough 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.](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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Lake Magdalene Elementary School

2002 PINE LAKE DR, Tampa, FL 33612

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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	70%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Magdalene will provide a safe, dynamic environment that promotes innovation and accountability.

Provide the school's vision statement.

At Lake Magdalene every student can excel.

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
Perez, Ann	Principal	*Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. * Administers and develops educational programs for students with mental or physical disabilities. * Confers with teachers, students, and parents concerning educational and behavioral problems in school. * Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. * Requisitions and allocates supplies, equipment, and instructional material as needed. * Directs preparation of class schedules, cumulative records, and attendance reports. * Walks about school building and property to monitor safety and security. * Plans and monitors school budget. * Plans for and directs building maintenance
Sierra, Mandy	Assistant Principal	* Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. * Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. * Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely. *Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. * Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. * Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. * Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.

Demographic Information

Principal start date

Wednesday 6/15/2022, Ann Perez

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.*

2

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

38

Total number of students enrolled at the school

711

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

5

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

5

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	114	93	119	115	113	115	0	0	0	0	0	0	0	669
Attendance below 90 percent	0	23	24	13	23	29	0	0	0	0	0	0	0	112
One or more suspensions	0	0	1	0	0	9	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	40	0	0	0	0	0	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	40	0	0	0	0	0	0	0	0	0	40

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	0	0	8	5	0	0	0	0	0	0	0	13

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	1	0	2	0	0	0	0	0	0	0	0	0	3
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 6/15/2022

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	92	123	113	106	117	108	0	0	0	0	0	0	0	659
Attendance below 90 percent	0	15	17	17	10	19	0	0	0	0	0	0	0	78
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	33	20	21	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	24	25	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	33	20	21	0	0	0	0	0	0	0	74

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

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

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	3	0	6	0	0	0	0	0	0	0	0	0	9
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	92	123	113	106	117	108	0	0	0	0	0	0	0	659
Attendance below 90 percent	0	15	17	17	10	19	0	0	0	0	0	0	0	78
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	33	20	21	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	24	25	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	33	20	21	0	0	0	0	0	0	0	74

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

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

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	3	0	6	0	0	0	0	0	0	0	0	0	9
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	52%	53%	56%				55%	52%	57%
ELA Learning Gains	62%						51%	55%	58%
ELA Lowest 25th Percentile	53%						50%	50%	53%
Math Achievement	63%	50%	50%				64%	54%	63%
Math Learning Gains	63%						53%	57%	62%
Math Lowest 25th Percentile	46%						28%	46%	51%
Science Achievement	42%	59%	59%				56%	50%	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	55%	52%	3%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	52%	55%	-3%	58%	-6%
Cohort Comparison		-55%				
05	2022					
	2019	51%	54%	-3%	56%	-5%
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	65%	54%	11%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	60%	57%	3%	64%	-4%
Cohort Comparison		-65%				
05	2022					
	2019	59%	54%	5%	60%	-1%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	51%	3%	53%	1%
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	12	46	44	35	50	43	22				
ELL	35	66	67	48	65	63	21				
BLK	33	46	55	36	36	40	38				
HSP	50	66	55	59	70	59	31				
MUL	67	64		71	55						
WHT	62	61		77	62		59				
FRL	46	58	52	55	61	44	32				

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	11	39		34	71	82	18				
ELL	34	30		48	50		30				
BLK	35	30		46			40				
HSP	44	45	38	59	57	62	40				
MUL	67	80		71	80						
WHT	61	58		79	60		39				
FRL	44	49	50	59	61	67	38				

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	20	44	48	28	33	20	11				
ELL	31	50	38	48	48	29	13				
BLK	33	41	58	38	41	25	35				
HSP	52	50	49	58	50	31	41				
MUL	53			79							
WHT	65	55	50	77	61	27	81				
FRL	46	48	52	57	49	26	48				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	53
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	41
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	56
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	64
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	
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	64
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	52
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?

ELA Achievement on FSA were the lowest for our SWD, ELL, and BLK students. While, math and science
Learning gains were low for all students. Lack of differentiation within classrooms contributed to the low performance.

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

Deficit of learning gains are a concern because it shows these students are not learning the skills needed to show growth.

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

Science Learning gains in 5th grade were 0. Science learning gains continue to decline since 2019 scoring 56% to 42% in 2021 and 2022. Small group instruction was not differentiated and interventions were not monitored for effectiveness.

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

ELA Achievement showed the most improvement from 2021 to 2022.

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

The school utilized a district reading coach for planning sessions that included small group instruction and monitoring usage of district reading programs.

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

Collaborative planning with Content Resource Teachers and small group rotations in the Math and Science block.

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 staff will be provided training through monthly PDs based on staff and school needs and weekly collaborative planning with Content Resource Teachers and district science coach.

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

Weekly walkthroughs assessing the use of the instructional priorities and providing feedback, as well as the purchase of additional supplemental resources. Data chats will occur after each monthly assessment.

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 Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Meaningful planning, PLCs, and professional development were not used to review, discuss, and plan for future instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	90% of teachers will demonstrate a rating of mostly or yes for evidence of planned small group differentiated instruction as measured Instruction Walkthrough Form during weekly classroom walkthroughs by January of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be measured through walkthroughs
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will plan for scaffolding and differentiated instruction based on formal and informal assessment data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As per John Hattie's Effect Size, RTI has an effect of 1.29 and scaffolding of .42. That is why planning for differentiated instruction is crucial for the acceleration of student learning.

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.

Staff will participate in Professional development throughout the year based on staff needs taken through a needs assessment. The professional development will include content, strategies, and best practices. The implementation of the material taught will be evident through weekly walkthroughs under the supervision of the school principal.

Person Responsible	Mandy Sierra (mandy.sierra@hcps.net)

Staff will actively participate in PLCs monthly to discuss student data and concerns. Each PLC will have a focus and form that must be completed by each teacher. The implementation of the PLCs and completed form will be monitored under the supervision of the school principal.

Person Responsible	Mandy Sierra (mandy.sierra@hcps.net)

Teachers will utilize ELL/ESE strategies in their planning and classroom to ensure students' needs are addressed. As well as collaborate with the VE and ELL teachers. The implementation of these strategies and collaboration will be monitored through weekly walkthroughs under the supervision of the school principal.

Person Responsible	Mandy Sierra (mandy.sierra@hcps.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2022 SSA Science Scores, 42% in 5th grade scored at proficiency, which is level 3 or higher. These scores were due to lack of Professional Learning Communities, Differentiation, and Effective Planning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent 5th grade students scoring at a 3 or higher on the SSA will increase to 50% as measured by 2023 Science SSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student achievement and learning will be monitored using weekly walkthrough trends based on the school's Instructional Priorities as well as the district created Formatives, PMA's, common mini assessments. Student progress will be analyzed by the school's electronic data wall and instruction will be strategically delivered based on needs
Person responsible for monitoring outcome:	Ann Perez (ann.perez@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Develop checks for understanding and utilize student artifacts that serve as data
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In 2022, the data showed that 58% of students were below level proficiency, scoring less than a 3 on the SSA. The improvement strategy of checks for understanding and data analysis will provide more targeted instruction for all grade levels, resulting in improvement student academic performance in Science.

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.

Adapt current PLC sessions to be a place for teachers and school leadership to review student work and set criteria for levels of student understanding.

Person Responsible	Ann Perez (ann.perez@hcps.net)

Utilize the student work protocol to analyze the data and work with teachers on developing additional tasks, determining necessary scaffolds, and planning for teacher led small group instruction.

Person Responsible	Ann Perez (ann.perez@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the 2022 FSA the SWD subgroup ELA scored 36%. For three consecutive years, this subgroup has scored below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	50% of SWD in grades 1-5 scoring at a 40th percentile or higher on the FAST assessment will be measured by 2023 FAST ELA
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The SWD subgroup data will be monitored and modified after each data assessment to meet their needs, through data chats, and collaborative planning, differentiation, and weekly walkthroughs under the supervision of the school principal.
Person responsible for monitoring outcome:	Mandy Sierra (mandy.sierra@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Develop checks for understanding based on the B.E.S.T. standards, and utilize student artifacts that serve as data
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	On the 2022 FSA only 36% of the SWD scored proficient in ELA. The improvement strategy of checks for understanding and data analysis will provide more targeted instruction for all grade levels, resulting in improvement for the SWD subgroup.

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 use ESE strategies in their planning and classroom to ensure students needs are addressed. Collaborative planning with VE teachers and supplemental resources to help students needs in all context areas

Person Responsible   Ann Perez (ann.perez@hcps.net)

Utilize the student work protocol to analyze the data and work with teachers on developing additional tasks, determining necessary scaffolds, and planning for teacher led small group instruction.

Person Responsible   Ann Perez (ann.perez@hcps.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

Based on the 2022 Wonders Screener 23% of students K-2 scored below the 80th percentile. These scores were due to lack of Professional learning communities, differentiation, and effective planning.

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

Based on the 2022 ELA FSA Scores, 42% in 3rd grade, and 54% in 4th grade, scored at proficiency, which is level 3 or higher. These scores were due to lack of Professional learning communities, differentiation, and effective planning.

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)

75% of students in grades K-2 scoring at a 41st percentile or higher on the FAST assessment will be measured by 2023 FAST ELA

Grades 3-5: Measureable Outcome(s)

75% of students in grades 3-5 scoring at a 40th percentile or higher on the FAST assessment will be measured by 2023 FAST ELA

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.

Student achievement and learning will be monitored using weekly walkthrough trends based on the school's Instructional Priorities as well as the district created Formatives and PMA's. Student progress will be analyzed by the school's electronic data wall and instruction will be strategically delivered based on needs.

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

Perez, Ann, ann.perez@hcps.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?

Develop checks for understanding using the B.E.S.T. ELA standards and utilize student artifacts that serve as data.

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?

In 2022, the data showed that 3rd and 4th grade levels were below proficiency for students scoring a 3 or higher on the ELA FSA. The improvement strategy of checks for understanding and data analysis will provide more targeted instruction, resulting in improvement student academic performance in ELA.

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
Adapt current PLC sessions to be a place for teachers and school leadership to review student work and set criteria for levels of student understanding	Perez, Ann, ann.perez@hcps.net
Utilize the student work protocol to analyze the data and work with teachers on developing additional tasks, determining necessary scaffolds, and planning for teacher led small group instruction.	Perez, Ann, ann.perez@hcps.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.

Positive school culture at Lake Magdalene is built through meaningful parent and student involvement, daily student engagement, clear expectations, and celebrations of achievement. The administration and staff provide many opportunities for open lines of communication between the school staff and parents. Weekly messages are sent to families highlighting what is happening in the school. PTA is active in the school daily and supported by the staff and families. Events are held throughout the year on, and off-campus, providing opportunities for families to work with staff and community members to fulfill students' needs. Students are given the opportunity to engage in their learning at many distinct levels. Students participate through various clubs, individual goal setting, leadership opportunities, and intentional planning by staff members. All these things help to promote school-wide student engagement. Students know that they play a key role in their education and understand that they have the support of the school, staff, and their peers. The administration and staff at Lake Magdalene encourage celebrations of achievement for students and staff members. The morning show highlights kindness awards daily, students vote on citizens of the month from their own classrooms, and the administration encourages teachers to celebrate through academic goal setting.

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

Principal/AP & Staff: Creating the conditions for all stakeholders to be able to work and thrive.

Students: Know they each are accountable for their learning and feel supported by their teachers and peers.

Parents: Understand how important they are in our school and their child's academic career.

Community Members: Helping to ensure that the schools' needs are supported