Lake Country Elementary School

leadership
analysis
students
Florida
college and career
mission
school improvement
family and community involvement
striving
achievement
ambitious
teaching
relationships
needs assessment
success
areas of focus
instruction
supportive environment
resources
strategic planning
collaboration
vision
learning
growth

2022-23 Schoolwide Improvement Plan

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Lake Country Elementary School

516 COUNTY ROAD 29, Lake Placid, FL 33852

http://www.highlands.k12.fl.us/~lce/

Demographics

Principal: Laura Halloran

Start Date for this Principal: 12/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (54%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Highlands 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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Lake Country Elementary School

516 COUNTY ROAD 29, Lake Placid, FL 33852

http://www.highlands.k12.fl.us/~lce/

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	57%

School Grades History

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

School Board Approval

This plan is pending approval by the Highlands County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Lake Country Elementary School's Mission Statement:
Lake Country Elementary, where
Leaders
Celebrate
Excellence

Provide the school's vision statement.

Transforming Today's Learners into Tomorrow's Leaders.

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
Halloran, Laura	Principal	
Baker, Jennifer	Reading Coach	
Ming, Valerie	Instructional Coach	
Duncan, Katherine	Teacher, K-12	
Wirick, Jennifer	Teacher, K-12	
Lipscomb, Meredith	Teacher, K-12	
Barajas, Elvia	Teacher, K-12	
Veley, Linda	Teacher, K-12	
Tomlinson, Ashley	Teacher, K-12	
Eures, Katherine	Assistant Principal	
Foxx, Doreen	Instructional Coach	

Demographic Information

Principal start date
Thursday 12/17/2020, Laura Halloran

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.*
3

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.*
6

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

668

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

2

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

7

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	117	117	93	95	84	87	0	0	0	0	0	0	0	593
Attendance below 90 percent	50	28	26	36	23	26	0	0	0	0	0	0	0	189
One or more suspensions	3	4	2	10	1	0	0	0	0	0	0	0	0	20
Course failure in ELA	4	7	5	7	2	9	0	0	0	0	0	0	0	34
Course failure in Math	4	7	4	7	1	9	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	37	12	15	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	36	11	11	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	4	7	5	7	2	9	0	0	0	0	0	0	0	34

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	2	2	15	20	9	15	0	0	0	0	0	0	0	63

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	11	6	2	5	1	0	0	0	0	0	0	0	0	25
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

Tuesday 8/23/2022

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	109	119	91	92	81	86	0	0	0	0	0	0	0	578
Attendance below 90 percent	38	23	20	20	17	22	0	0	0	0	0	0	0	140
One or more suspensions	1	0	1	2	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	5	10	7	8	7	3	0	0	0	0	0	0	0	40
Course failure in Math	6	7	6	6	8	5	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	17	26	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	14	23	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	1	6	2	11	27	24	0	0	0	0	0	0	0	71

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	7	10	3	5	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	109	119	91	92	81	86	0	0	0	0	0	0	0	578
Attendance below 90 percent	38	23	20	20	17	22	0	0	0	0	0	0	0	140
One or more suspensions	1	0	1	2	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	5	10	7	8	7	3	0	0	0	0	0	0	0	40
Course failure in Math	6	7	6	6	8	5	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	17	26	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	14	23	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	8	18	18	19	0	0	0	0	0	0	0	0	0	63
	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	1	6	2	11	27	24	0	0	0	0	0	0	0	71

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	7	10	3	5	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	51%	47%	56%				46%	50%	57%
ELA Learning Gains	60%						55%	54%	58%
ELA Lowest 25th Percentile	49%						50%	49%	53%
Math Achievement	57%	44%	50%				59%	57%	63%
Math Learning Gains	64%						66%	57%	62%
Math Lowest 25th Percentile	54%						59%	44%	51%
Science Achievement	49%	52%	59%				43%	45%	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	42%	50%	-8%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	47%	49%	-2%	58%	-11%
Cohort Comparison		-42%				
05	2022					
	2019	44%	45%	-1%	56%	-12%
Cohort Comparison		-47%				

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	51%	56%	-5%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	68%	60%	8%	64%	4%
Cohort Comparison		-51%				
05	2022					
	2019	55%	49%	6%	60%	-5%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	43%	-3%	53%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	25	48	29	31	47	33	27				
ELL	41	53	50	40	62	60	12				
BLK	14	55	50	39	55	30	10				
HSP	50	59	53	55	63	62	40				
WHT	62	63	40	64	69	63	71				
FRL	44	60	53	51	60	56	39				
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	38	42		43	58		50				
ELL	40	53		48	53		19				
BLK	27	33		33	42		17				
HSP	55	58	83	56	58	60	30				
WHT	68	58		69	74		80				
FRL	51	50	60	52	58	57	37				
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	27	42	50	40	62	59	24				
ELL	17	50	53	41	59	60	20				
BLK	23	40	27	34	47	55	20				
HSP	42	56	54	55	63	54	36				
WHT	61	63	67	74	79	82	65				
FRL	43	54	51	56	65	59	40				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	46
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	
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	62
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	51
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?

An emerging trend across grade levels, subgroups, and core content areas is a need to strengthen and better support Tier 1 instruction, specifically in grade 3. In ELA, Math, and Science there is a need to ensure Tier 1 is being implemented with fidelity and students' task are aligned to the benchmark providing the teacher the data they need to intervene appropriately. We also need to ensure Tier 1 instruction is supported with
purposeful lessons to remediate or accelerate student learning. Across all grade levels our Black/African American students and Students with Disabilities perform significantly below grade level.

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

Our greatest need for improvement is an overall increase in proficiency in ELA for third grade. Increasing overall proficiency will also improve learning gains in all areas. Drilling deeper into this we have a high need to increase student achievement among Black/African Americans and Students with Disabilities, as well as a need for increased learning gains for ELL and the lowest quartile.

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

COVID had a great impact on our student's academic progress which resulted in significant learning loss for many and resulted in students being one to two grade levels behind. The new action taken is strengthening the core instruction (Tier 1) and ensuring students are able to independently apply the assigned task with a deeper understanding for the application. Digging deeper into regular progress monitoring data will assist in ensuring target areas are supported.

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

We increased 5th grade science improved from 40% proficiency to 46% proficiency. Math 3-5 learning gains improved from 59.4% to 64.1%. Grades 3-5 ELA improved from 52.2% to 59.7%.

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

The contributing factors for increase in science proficiency includes using Title 1 funding to support a STEM Lab for all grade levels with data analysis support from district science specialist and strategic planning.
Implementing COVID recovery core Tier 1 support in both ELA and Math for the last 2 years strengthened core instruction. Targeted MTSS and intervention support for all students.

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

Continue with core support to strengthen instruction for all students. Targeted WIN (What I Need) acceleration groups for Math and ELA for all grade levels. Enrichment opportunities through STEM Lab.

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.

3rd-5th Grade Deep Dive into ELA Standards
3rd Grade CRI-PD
K-5 Ongoing Math Curriculum
K-5 Deep Dive in Math Standards
Cooperative Learning
High Impact Tutoring - Magnetic Reading/Ready Florida B.E.S.T Mathematics
Amplify Reading 3rd-5th
mClass
iReady ELA 3rd-5th
Reflex Math
IRI Grant
Amplify Strong Start
Effective Support Facilitation Partnerships
Enrichment strategies and resources
Guidelines/Tips for Identifying students for acceleration

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

Targeted MTSS with regular progress checks and meetings
MTSS Coach to support Tier 2 and Tier 3 implementation
Academic Coaches Reading and Math

District Coaching Support
Regular progress monitoring
Additional instructional coaching/support for instructional staff
Targeted new teacher support with teacher mentor program
Additional support groups for students for remediation/intervention
Weekly ELA and Math PLC (Professional Learning Communities) and monthly Science
Stocktake Meetings

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 ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus was identified as a critical area of need based on the previous achievement levels on the 22-23 FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome with this area of focus is to increase the percentage of students scoring as proficient from (51%) to (55%) as measured on the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring (including PLC's, Stocktake, classroom walk throughs) with district wide and state data (iReady, Baseline, FSA)
Person responsible for monitoring outcome:	Jennifer Baker (bakerj1@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Aligned curriculum, Authentic Literacy, Effective Instruction to ensure high levels of learning for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Evidences suggests that high quality curriculum and effective instruction align to best practices promote students 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.

1. Implementing curriculum with fidelity with use of district curriculum maps, models of effective instruction, and increased time in text.

Person Responsible	Jennifer Baker (bakerj1@highlands.k12.fl.us)

2. Differentiated support for students in ELA including (W.I.N. Groups, MTSS, individual support).

Person Responsible	Jennifer Baker (bakerj1@highlands.k12.fl.us)

#2. 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.	This area of focus was identified as a critical area of need based on the previous achievement levels on the 21-22 FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome with this area of focus is to increase the number of students who are proficient on the 22-23 Math FAST. During the 22-23 school year, the percentage of students scoring as proficient will increase (57%) to (60%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring (including PLC's, Stocktake, classroom walk throughs) with district wide and state data (Baseline, FAST)
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Aligned curriculum, Authentic Literacy, Effective Instruction to ensure high levels of learning for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Evidences suggests that high quality curriculum and effective instruction align to best practices promote students 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.

1. Implementing curriculum with fidelity with use of district curriculum maps, models of effective instruction, and increased time in text.

Person Responsible	Laura Halloran (halloral@highlands.k12.fl.us)

2. Differentiated support for students in Math including (W.I.N. Groups, MTSS, individual support).

Person Responsible	[no one identified]

#3. 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.**	This area of focus was identified as a critical area of need based on the previous achievement levels on the 21-22 NGSSS.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The intended outcome with this area of focus is to increase the number of students who score a level 3 or higher on the 22-23 Science NGSSS. During the 22-23 school year, the percentage of students scoring as proficient will increase 6% from (46%) to (52%).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Ongoing progress monitoring (including PLC's, Stocktake, classroom walk throughs) with district wide and state data (Baseline, NGSSS)
Person responsible for monitoring outcome:	Laura Halloran (halloral@highlands.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Aligned curriculum, Support via IPG for effective core instruction, Effective Instruction using 5 E to ensure high levels of learning for all students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Evidence suggests that high quality curriculum and effective instruction align to best practices promote students 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.

1. Implementing curriculum with fidelity with use of district curriculum maps, models of effective instruction, and increased time in text.

Person Responsible	Laura Halloran (halloral@highlands.k12.fl.us)

2. Increase student engagement with STEM Lab for all students bi-monthly.

Person Responsible	Laura Halloran (halloral@highlands.k12.fl.us)

#4. 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.	This area of focus was identified as a critical area of need based on the previous achievement levels on the 22-23 FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The intended outcome with this area of focus is to increase the learning gains of the lowest quartile on the 22-23 ELA FAST. During the 22-23 school year, the percentage of students scoring as proficient will increase 6% from (49%) to (55%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring (including PLC's, Stocktake, classroom walk throughs) with district wide and state data (mClass, Baseline, FAST)
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Aligned curriculum, Authentic Literacy, Effective Instruction to ensure high levels of learning for all students, differentiated instruction, Explicate tiered instruction with evidence based instructional support strategies and resources
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Evidences suggests that high quality curriculum and effective instruction align to best practices promote students 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.

1. Implementing curriculum with fidelity with use of district curriculum maps, models of effective instruction, and increased time in text.

Person Responsible	Jennifer Baker (bakerj1@highlands.k12.fl.us)

2. Differentiated support for students in ELA including (W.I.N. Groups, MTSS, individual support).

Person Responsible	Jennifer Baker (bakerj1@highlands.k12.fl.us)

#5. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student attendance impacts student achievement. Students who are actively engaged in learning are more likely to be in attendance at school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease number of students whose attendance is below 90% from (31%) to (25%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student attendance will be regularly monitored through Skyward and the SARC Process.
Person responsible for monitoring outcome:	Laura Halloran (halloral@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Monthly SARC Attendance Monitoring with admin, teachers, School Social Worker, Data Operator
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	High number of students less then 90% attendance. Students not making academic growth due to absenteeism.

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. Communication between parents, school, and student support services

Person Responsible	Laura Halloran (halloral@highlands.k12.fl.us)

2. Professional development on student engagement strategies

Person Responsible	Laura Halloran (halloral@highlands.k12.fl.us)

3. Incentives for students to promote increased attendance

Person Responsible	Laura Halloran (halloral@highlands.k12.fl.us)

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

We will be monitoring the integrity of Tier 1 instruction in K-2 specifically focusing on Foundational Reading skills and by teaching students how to use reading comprehension strategies by using a gradual release of responsibility. Grade-levels will participate in a Professional Learning Community once a week with our reading coach and plan effective engaging student lessons in reading. The following week they will review data from the previous week's lesson and determine next steps for enrichment and intervention.

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

In 3-5 we will be using intensive remediation/tutoring groups in an effort to increase reading comprehension. We will also utilize "Active Reading" strategies during the Tier 1 ELA block. Teachers and students will use academic language to deepen understanding. Teachers will use models of effective instruction and students will complete tasks aligned to benchmarks. Teachers in Grade 3 will participate in CRI-PD with reading coach and District Reading Specialist to implement the Science of Reading in the classroom.

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)

In grades K-2 STAR Early Literacy and STAR reading students will be at least 60% proficient as measured by
the end of year progress monitoring test.

Grades 3-5: Measureable Outcome(s)

In 3-5 students will increase reading proficiency from 51% to 58% as measured on the end of year FAST.

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 of focus will be monitored by our Reading Coach and administrative team. The reading coach will facilitate weekly Professional Learning Communities in which planning is aligned to the benchmarks. She will
also ensure integrity of the instructional model, strategies to be used during the lesson, questioning and assessments that align to the benchmarks and support the intended learning goal. Lessons planned in PLC will then be observed by admin in order to provide feedback and next steps.

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

Baker, Jennifer, bakerj1@highlands.k12.fl.us

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?

We will be implementing the following evidence-based practices:
1. Teach students how to use reading comprehension strategies by teaching students how to use several research-based reading comprehension strategies, teaching reading strategies individually or in combination, and teaching reading comprehension strategies by using a gradual release of responsibility.
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content by explicitly explaining how to identify and connect the parts of narrative texts and provide instruction on common structures of informational texts.
3. Establish an engaging and motivating context in which to teach reading comprehension by helping students discover the purpose and benefits of reading and giving students the opportunity to collaborate with their peers.

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?

According to the IES Practice Guide the three comprehension strategies we plan to implement are of moderate or strong evidence. Our reading proficiency in K-5 needs to increase and strengthening comprehension strategies will support this

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
Literacy Leadership - Provide time for consistent grade-level planning and clearly communicate the expectations for planning with coaches and teachers. Collaborate weekly with content coaches after walk throughs and PLC meetings	Halloran, Laura, halloral@highlands.k12.fl.us

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 Country Elementary is rooted in Family, Relationships, Traditions and Legacy. Lake Country has an established a positive school culture among staff, students, families, and the community. Programs and activities such as the AVID program, Character Counts, providing monthly class meetings focused on social-emotional skills through our guidance/school counselor; student mentoring programs, along with

team building activities, monthly school wide assemblies, students of the month, staff of the month spotlights. We have established leadership groups with staff, students, parents, and the community.

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

LCE has various leadership teams and action committees across campus. We hold regular parent meetings, workshops and quarterly parent/ teacher conferences. We work closely with our community partners to have guest speakers on campus in order to entice students to think about years past elementary. Leadership luncheons will occur where the administration will take students into the community to visit local businesses and build relationships within our community. We collaborate with our feeder schools including LPMS AVID in order to have student leaders and speakers teach our students about the benefits of AVID. Our school social worker works closely with our families to promote school and attendance and engage families in a positive schooling experience.