

Lake County Schools

Beverly Shores Elementary School



2022-23 Schoolwide Improvement Plan

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Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

<https://bse.lake.k12.fl.us/>

Demographics

Principal: Cindy Christidis

Start Date for this Principal: 6/1/2019

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: C (48%) 2018-19: F (31%) 2017-18: D (38%)
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 Lake 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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1108 GRIFFIN RD, Leesburg, FL 34748

<https://bse.lake.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">79%</p>

School Grades History

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

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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.

Our mission is to provide a safe environment that cultivates and develops student skills leading to mastery of rigorous state standards. "We will Build Student Excellence by Finding the Hidden Gift in Each Child".

Provide the school's vision statement.

Beverly Shores Elementary will be a model school where each and every student will be equipped and prepared for the next level of education at the end of each school year.

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
Christidis, Cindy	Principal	<p>Starting Date at Beverly Shores Elementary: 2019-2020 School Year</p> <ul style="list-style-type: none"> *To establish a safe and welcoming environment. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. *The function and responsibility is to create a system of supports for both classroom teachers and students according to the intervention design outlined in the MTSS process. All decision making is focused on our school's four goals. *Oversee, evaluate, provide assistance and give meaningful feedback in a timely manner as an instructional leaders for instructional and non-instructional staff. *Maintain compliance with state and federal policies and guidelines. *Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful. *Oversee data chats of progress monitoring for both academics and behavior. *Secures and track all necessary resources that are needed to support our students so that they can be successful. *Facilitate collaborative team meetings, faculty meeting, leadership meeting *Oversees budgets *Attends and Participates in PTO, SAC *Partner with local community stakeholder *Assisting in the implementation safety plan, safety drills *Learning Walks *Parent Conference *Mentor lowest quartile students *District/State Testing Admin.
Cohen, Carolyn	Assistant Principal	<ul style="list-style-type: none"> • Set the tone for implementing highly effective teaching strategies across all grade levels * Discipline (assist as needed) • Professional Development • SIP Coordinator • FTE/Scheduling Admin. • Hiring (assist as needed) • Oversee data chats of progress monitoring for both academics and behavior. * Mentor lowest quartile students *3rd/4th Grade Administrator *Transportation Administrator *TEAM Assessments *FTE Administrator *STEAM Administrator *PASS Administrator *Website Administrator *Reading and Math Intervention Teacher Administrator *Tutoring Administrator *Grants/Budgets

Name	Position Title	Job Duties and Responsibilities
Dopico, Alejandro	Assistant Principal	<ul style="list-style-type: none"> • Set the tone for implementing highly effective teaching strategies across all grade levels * Discipline (assist as needed) • SAC Liaison • Hiring (assist as needed) • TOY-RTOY-SREOY • Safe School/Emergency Plans/Active Shooter • ESE Admin. • TEAM Assessments • Oversee data chats of progress monitoring for both academics and behavior. * Mentor lowest quartile students *PreK - K and 5th Grade Administrator *Safety *Health Coordinator *Textbook
Montez, Lueverne	Assistant Principal	<ul style="list-style-type: none"> • Set the tone for implementing highly effective teaching strategies across all grade levels * Discipline (assist as needed) • Hiring (assist as needed) • Safe School/Emergency Plans/Active Shooter • TQR • TEAM Assessments • Oversee data chats of progress monitoring for both academics and behavior. * Mentor lowest quartile students *1st/2nd/Enrichment Administrator
Manning-White, Latoya	Instructional Coach	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *Small group instruction *MTSS/Intervention Coach *Literacy Block Coordinator *SIPPS/LLI
Baker, Thurman	School Counselor	<ul style="list-style-type: none"> *Check in and Check out *Small group social skill lessons *Leadership mentoring to the Lowest quartile students. *Retention

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *Anti Bully *Red Ribbon Week *Small group and one on one counseling *Working with PASS and Mental Health Liaison *ESOL
Dancy, Zackery	Other	
Wright, Ashton	Other	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *MTSS team for behavior *Discipline *EWS Team
Williams, Tarhonda	Math Coach	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *Common Planning Facilitator *MTSS team *Acaletics Coordinator K-5/Progress Monitoring for 3-5
Mills, Jennifer	Math Coach	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *Common Planning Facilitator Grades K-2 *MTSS team *Acaletics Co-Coordinator K-5/Progress Monitoring for K-2
Lewis, Carolyn	Other	Potential Specialist - Guidance
Connolly, Paige	Instructional Coach	<ul style="list-style-type: none"> Literacy Coach 3-5 Facilitate Common Planning

Name	Position Title	Job Duties and Responsibilities
		Coach/Mentor Learning Walks
Custer, Kristin	Instructional Coach	Literacy Coach K-2 Facilitate Common Planning Coach/Mentor Learning Walks Testing Coordinator K-2 Textbook Manager K-2
Stephens, Felicia	Instructional Coach	*Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *Small group instruction *MTSS/Intervention Coach *Literacy Block Coordinator *SIPPS Tech Con

Demographic Information

Principal start date

Saturday 6/1/2019, Cindy Christidis

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.*

13

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

526

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

4

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

13

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	105	87	99	122	106	106	0	0	0	0	0	0	0	625
Attendance below 90 percent	0	60	48	45	48	44	0	0	0	0	0	0	0	245
One or more suspensions	0	8	6	12	17	11	0	0	0	0	0	0	0	54
Course failure in ELA	0	2	1	0	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	2	1	0	1	2	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	37	36	34	0	0	0	0	0	0	0	107
Level 1 on 2022 statewide FSA Math assessment	0	0	0	52	33	28	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	0	10	16	18	36	34	0	0	0	0	0	0	0	114

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	4	18	17	28	55	47	0	0	0	0	0	0	0	169

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	8	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	14	0	0	0	0	0	0	0	0	16

Date this data was collected or last updated

Monday 6/27/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	63	84	101	109	108	0	0	0	0	0	0	0	465
Attendance below 90 percent	0	29	39	37	43	52	0	0	0	0	0	0	0	200
One or more suspensions	0	10	14	14	25	39	0	0	0	0	0	0	0	102
Course failure in ELA	0	5	1	1	2	1	0	0	0	0	0	0	0	10
Course failure in Math	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	56	74	25	63	0	0	0	0	0	0	0	218

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	21	33	29	37	60	0	0	0	0	0	0	0	180

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	22	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	63	84	101	109	108	0	0	0	0	0	0	0	465
Attendance below 90 percent	0	29	39	37	43	52	0	0	0	0	0	0	0	200
One or more suspensions	0	10	14	14	25	39	0	0	0	0	0	0	0	102
Course failure in ELA	0	5	1	1	2	1	0	0	0	0	0	0	0	10
Course failure in Math	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	56	74	25	63	0	0	0	0	0	0	0	218

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	21	33	29	37	60	0	0	0	0	0	0	0	180

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	22	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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	36%	50%	56%				28%	58%	57%
ELA Learning Gains	52%						41%	57%	58%
ELA Lowest 25th Percentile	50%						41%	49%	53%
Math Achievement	40%	46%	50%				26%	60%	63%
Math Learning Gains	63%						27%	56%	62%
Math Lowest 25th Percentile	59%						23%	39%	51%
Science Achievement	36%	52%	59%				30%	54%	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	27%	60%	-33%	58%	-31%
Cohort Comparison		0%				
04	2022					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison		-27%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		-28%				

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	34%	62%	-28%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	31%	61%	-30%	64%	-33%
Cohort Comparison		-34%				
05	2022					
	2019	14%	57%	-43%	60%	-46%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	56%	-26%	53%	-23%
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	14	49	55	15	50	46					
ELL	18	40	36	32	68						
BLK	31	51	50	34	61	59	32				
HSP	31	50		31	69		21				
MUL	32	67		36	73						
WHT	55	62		62	66		53				
FRL	32	50	57	35	65	64	31				

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	17	35		32	56		29				
ELL	14			34							
BLK	21	40	25	33	49	31	39				
HSP	22			42							
MUL	50			37							
WHT	47	41		52	71		47				
FRL	25	42	24	36	63	53	35				

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	11	15	15	20	25	29	8				
ELL	28	41	27	33	31		18				
BLK	20	35	45	16	15	14	22				
HSP	34	49	43	31	33	45	37				
MUL	45	50		30	20						
WHT	35	39		40	45		36				
FRL	25	42	47	23	25	24	27				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	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
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
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	60
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math---Data shows a need for a stronger foundation in number sense in grades K-2. The majority of students aren't gaining a deep understanding of number sense and are in the concrete and representational stages. This is apparent in grades 3-5 with Measurement/Data and Geometry. Students show a gap in critical thinking needed for abstract learning. The Overall Placement for each grade indicates a minimal achievement gap with our subgroups in grades K-2. It increases significantly in grades 3-5, indicating a need for early intervention in math.

ELA---A trend that appears in grades K-5 is a need for improvement with vocabulary, phonics and comprehension. Fourth and fifth grades show the greatest need for comprehension in literature and informational text. A decrease from grade level to grade level in vocabulary is indicated by the Overall Placement. A significant increase in the achievement gap starts occurring in 3rd grade. This indicates a need for early intervention in reading.

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

According to the last 3 years on the 4th grade ELA FSA data we have scored a 28% proficiency. While our Gains and Lowest 25th Percentile have shown significant gains we have maintained a 28% for proficiency. The proficiency percentage in ELA for grades 3-5 while has increased overall is still below 50%.

Our ESSA data indicates three subgroups below a 41% Federal Index: Students with Disabilities, English Language Learners, and Hispanic.

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 school was not fully staffed with certified teachers at the start of the school year and experienced turnover throughout the year after those positions were later filled. Many of the teachers on the grade level required and received extra support on instructional practices and lesson planning, provided by instructional coaches and district specialists due to their inexperience. A 4th grade teacher left after the first nine weeks and we were not able to fill the position, so we had to put our Reading Remediation teacher in that class forcing us to discontinue the extra support for our struggling readers in grades 3-5. We also did not fill an ESOL Teacher Assistant position which required our ELL TA to service all our English Language Students in grades K-5. We did not fill a Behavior Support Teacher for grades K-2, so we had all grades K-5 in one classroom.

New actions that would need to be taken this year: having a full staff and not pulling coaches to cover classes; provide coaches to teachers to observe, give feedback, model and push in with students; provide math and reading remediation as well as interventions through MTSS; have both an ESOL TA to assist with our English Language Learners, as well as a Behavior Support Teacher for K-2.

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

I-Ready indicates an improvement in comprehension with informational text in grades K-5 as well as an improvement in vocabulary and phonics in grades K-2. I-Ready also indicated an overall school improvement for math in growth for grades K-5.

The FSA results showed significant growth in Learning Gains (+9) and Gains in Lowest 25% (+18) in reading and Learning Gains (+4) and Gains in Lowest 25% (+12) in math. All school grade components for math and reading showed improvement for a total of a 50 percentage point increase overall.

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

The implementation of coach led common planning twice a week allowing teachers to collaborate and learn from one another gave teachers an opportunity to practice strategies they discussed in common planning. Power point instruction gave a structure to teachers implementing the instructional framework while providing pacing, standards aligned tasks, and effective teaching strategies.

New actions we took to impact learning: LLI in grades 3-5 (focusing on gap standards). In grades K-2 the Reading Coach provided constant modeling and coaching on expectations. Vocabulary words were posted so students could refer back to them and use them in writing and instruction. Targeted interventions to meet individual student needs through structured MTSS system in place. Implementation of the math program Acaletics in grades K-5 as a spiral introduction and review of skills. A math remediation teacher worked with struggling students in grades 3-5.

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

The strategies that will be implemented in order to accelerate learning are:

1. Consistent evaluation and adjustments to school-wide systems and accountability.
2. Focus on standards-aligned "Instructional Delivery".
3. Early warning signs for both academic and behavioral concerns are proactively reduced as well as monitored and acted upon by the EWS team.
4. Remediation/Interventions
5. Professional Development
6. Teacher Induction Program
7. PBIS - classroom and on-campus behavior support and reward systems
8. Coaching, modeling and providing effective feedback

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 (PD) opportunities that will be provided to teachers to accelerate learning include training on the newly adopted Reading and ELA materials and Math adoption, continued training throughout the year on the BEST Standards, Acaletics, i-Ready, and new teacher support.

The PD provided to leadership include regular district coach trainings and Principal/AP Learning Walks.

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

1. New teacher training and coaching/mentoring in order to help our teachers close our student achievement gap and to help teachers improve on the quality and effectiveness of their instruction.
2. Common planning twice per week in order to collaborate and share student work and result-driven instruction.
3. Wondrous Wednesdays will be set in place in order to give teachers an opportunity to have more time problem solving, to look at student data and determine instructional next steps, and receive professional learning on effective strategies for instruction.
4. 3 APs that will focus on two grade levels providing an extra layer of support with academic instruction and provide behavioral strategies to help teachers with classroom management procedures.

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. Instructional Practice specifically relating to Standards-aligned Instruction

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 need through the low student proficiency rates in math, ELA, and/or science along with the low number of effective or highly effective teachers employed. By increasing students' access to standards-aligned instruction and effective teaching strategies, we will increase student proficiency in core content areas. By increasing teachers' capacity to prepare and deliver standards-aligned instruction that is also aligned to our district instructional framework, we will increase the number of effective or highly effective teachers. There is an expectation that standards-aligned highly effective lessons will be created by a collaborative team of grade-level and/or content area teachers with their coach and overseen by their administrator in common planning twice a week. During Collaborative Planning teachers will discuss the pacing of the lessons and common assessments, then analyze student performance. They will discuss student progress and next steps during their half-day Wondrous Wednesday. There will be a focus on instruction that aligns to the district instructional framework, with an emphasis on modeling thinking that transfers to Independent Learning, the most important goal of good instruction. Teachers will give timely, specific feedback on student work to increase student efficacy and proficiency.

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

By focusing on instructional practice related to standards-aligned instruction, we expect to see increases in student proficiency in all core content areas and across all grade levels and subgroups. Our goal is to increase the proficiency rate to at least 50% across the board as measured by iReady, FAST Progress Monitoring, FAST Star Assessments . We expect to see teacher capacity increase as evidenced by growth shown in learning walk data, teacher evaluation data, and feedback from our capacity-building partners from the district.

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

Standards-aligned instruction will be monitored by the administration through common planning observations, Collaborative Planning discussions, learning walk data, and progress monitoring assessments. Teacher capacity building will be monitored by the administration through learning walk data, teacher evaluation data, progress monitoring data, district learning walk data, feedback from coaches, and feedback from our capacity-building partners from the district.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Strategy: Describe the evidence-

We will be utilizing collaborative planning twice each week, facilitated by grade level assigned instructional coaches, and monitored by the administration. We will be implementing Wondrous Wednesdays, a half-day of grade-level planning, on a three-week rotation. This gives an opportunity for teachers and coaches to work collaboratively to examine student work and data; improve pedagogy; conduct professional development,

based strategy being implemented for this Area of Focus.

and prepare standards-aligned lessons to instructional deliver, remediation, and acceleration. Instructional Coaches will also be using the learning walk data to determine areas of growth and provide ongoing supports of the coaching/feedback cycle. A Math Coach, Literacy Coach, MTSS Coach, and Potential Specialist will help support academic and instructional needs. These positions are provided through TSSA.

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

By implementing, monitoring, and supporting common planning two times a week, in addition to the Wondrous Wednesday, teachers and coaches will work collaboratively to prepare lessons and tasks that are standards-aligned, use research-based instructional practices aligned with the District Instructional Framework, and address the needs of all of our students. Teachers will use a uniform approach to the delivery of common lessons and academic strategies that will increase student achievement. Common assessments will be given to monitor progress toward mastery of the standards. By using data analysis of assessments, we will be able to identify and remediate any student areas of deficiency with those standards. In addition, acceleration lessons will be provided to students who have mastered those standards. Through the effective use of leadership utilizing learning walks and supporting teaching and learning, teacher delivery and effectiveness will increase, which will result in improved academic achievement through all grade levels.

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.

To support teachers in their standards-aligned instructional practice, coaches will work closely with teachers in common planning and in the classroom. The instructional coaches include: K-2 Math Coach Mills, 3-5 Math Coach Williams, 3-5 Literacy Coach Connolly, K-2 Literacy Coach Custer. By having coaches with grade-level and subject area expertise, we will be able to increase the amount of teacher support around instructional delivery, resulting in higher student achievement. A total of three assistant principals are available to closely monitor coaches weekly. Each assistant principal is responsible for monitoring two grade levels: AP Dopico PreK, K, 5th; AP Montez 1, 2; and AP Cohen 3,4.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

K-5 Through the strategic use of high yield strategies, teachers will plan and deliver standards-based instruction with a focus on authentic literacy. A school-wide focus on "Instructional Delivery" supports core content blocks that utilize the instructional framework with an explicit focus on student centered learning strategies that incorporate reading, writing, thinking and discussing in every lesson, every day.. Our area of focus to improve student achievement by ensuring that teachers are planning and implementing lessons with the district initiative of "What We Teach," "Why We Teach", and How We Teach" as their guideline. Our school is committed to increasing student reading achievement throughout all grade levels and content areas. By ensuring that all lessons are standards aligned and incorporating effective teaching strategies, with a focus on the Essential Standards identified by our district. We will provide all students with collaborative, hands on learning experiences resulting in student academic success.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

Implement a Wonderous Wednesday in which teachers and coaches will have the opportunity every three weeks to have a half day dedicated to improving their instructional practice through collaboration as a team while students are attending enrichment with the specials teachers.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To increase teacher capacity and ensure standards-alignment of the fifth-grade science standards, teachers and coaches will collaboratively design lessons aligned to the NGSS standards supplemented by J & J Science Bootcamp and Study Island.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To increase teacher capacity and ensure standards-aligned instruction with appropriate pacing, Collaborative Writing Teams consisting of coaches and teachers will meet to pre-plan/write lessons in Math and ELA.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To increase the instructional practice, a collaborative administration team will meet over the summer with a focus on teacher capacity-building. They will plan the upcoming years' teacher responsibilities and expectations. They will also work on a professional development plan.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

Ongoing professional development will be offered for i-Ready that will be used to supplement ELA and Math instruction and as a progress monitoring tool.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

Professional development will be offered in the optimal use of the ALEKS math program that will provide practice and acceleration.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To improve math instruction, professional development of the implemented Acaletics math program will be provided to teachers in K-5. The program will be used to supplement the math core instruction. The program will be implemented during "Math Club" which occurs during the first 30-minute of each math block. Performance goals will be set, data will be tracked, and student success will be celebrated.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To improve reading and ELA instruction, ongoing professional development will be offered to build capacity in the implementation of the B.E.S.T. standards and Fun-dations and Wit & Wisdom.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To improve the reading and ELA instruction, grades K-3 will continue to be trained and supported in the new B.E.S.T ELA standards and the new curriculum adoption. Fun-dations and Wit & Wisdom will be used for core ELA instruction as well as for remediation in small group instruction.

Person Responsible [no one identified]

To improve the reading and ELA instruction grades 4-5 will continue to be trained and supported in the new B.E.S.T ELA standards and the new curriculum adoption. Wit & Wisdom will be used for core ELA instruction.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

To improve the math instruction in grades Kindergarten through 5th, teachers will be trained and supported in the Acaletics math program. Students will be exposed to the B.E.S.T. Mathematics standards as a spiral review in a 30-minute "Math Club" block. This time will include assessments that will be used to monitor student progress. Students who meet the monthly threshold for mastery will be rewarded during Monthly Green Parties.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. The area of focus was identified as a critical need because of the high number of our students who exhibit early warning signs. The percentage of students who exhibit more than one early warning sign is 32%. There are three grade levels that fall above the mean; 5th grade with 56%, 4th grade with 52%, and 3rd grade with 39%. During the 21-22 school year, the number of students who had attendance less than 90% decreased from the previous year from 43% to 37%. However, the number of students who were suspended more than once decreased from 5% to 3%. In the 21-22 school year, third grade students had the most students with one or more suspensions at 4% but that cohort of students increased in the number of students with one or more suspensions to 43%. The current first grade students are the next concerning group with 57%.
We had a 22% student reading deficiency in grades 1-5. Fourth grade had a 34% reading deficiency which is concerning as they are fifth graders this year preparing for middle school.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. By focusing on Early Warning Signs, we expect to see a decrease in the number of student who are attending less than 90% of school from 36% to less than 10%. We expect to see a decrease in the number of students with suspensions decrease from 5% to less than 3%. Students with a substantial reading deficiency will decrease from 22% to less than 10%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. The EWS team will monitor student out-of-school suspensions, grades and attendance daily/weekly/monthly during weekly team meetings, providing feedback to classroom teachers and the administration. Teachers turn in a parent contact log for students who have excessive absences for follow-up by the school social worker. The MTSS team will meet with each grade level on a weekly rotation to discuss student progress and needs. The administration will conduct quarterly data chats with teachers to monitor student performance and concerns. The leadership and administration will conduct regular, weekly learning walks to monitor the implemented programs' progress and teacher instructional practices around the campus. The Sanford Harmony curriculum and Restorative Practices will be implemented and monitored by the Social/Emotional Learning Team including the Mental Health Liaison and Guidance Counselor.

Person responsible for monitoring outcome: Lueverne Montez (montezl@lake.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy The school will engage families and community partners to be involved in the school activities. A PBIS system will be implemented to improve student behavior and increase academic engagement. The Sanford Harmony curriculum along with Restorative Practices to improve classroom communities. Suspensions will be In-school with the PASS teacher who will conduct restorative lessons and ensure academic instruction is not lost will be assigned as an alternative to out-of-school suspension. Home visits will be conducted by the Potential Specialist, Family School Liaison, and the district social worker to help with

being implemented for this Area of Focus. communication and attendance concerns. The EWS team will monitor student out-of-school suspensions, grades and attendance daily/weekly/monthly during weekly team meetings, providing feedback to classroom teachers and the administration. A Behavior Threat Assessment (BTA) team will meet monthly to monitor school safety concerns.

Rationale for

Evidence-based Strategy: By actively engaging stakeholders to become productive members of our school community, students will be more academically and socially committed to their education. **Explain the rationale for selecting this specific strategy.** By incorporating the curriculum of Sanford Harmony and the use of Restorative Practices, teachers and students will be empowered with the ability to communicate, cooperate, connect, and resolve conflict, resulting in higher student engagement in learning and self-efficacy, increase student attendance, and decrease discipline problems and/or classroom disruptions while creating an environment of safety and belonging to a collective community. The PASS room will attend to students' social/emotional needs through both Sanford Harmony and Restorative Practices to provide needed strategies so students will not reoffend. A BTA team will be proactive in providing needed support to students in an effort to prevent escalation of issues. We expect to build positive relationships among all stakeholders which will increase collective and student efficacy, student attendance, and success for all. **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.

On-going professional development will be provided by the district and school-based trainers on the Sanford Harmony Curriculum and strategies, as well as how to use Restorative Practices as a means for creating and maintaining a positive classroom environment and culture. The EWS team will use the learning walk tool for ongoing implementation, support and assessment.

Person Responsible Lueverne Montez (montezl@lake.k12.fl.us)

The school will engage families and community members and host monthly family nights to increase opportunities for students and families to engage in fun learning activities that boost collective efficacy and build positive relationships among all stakeholders. By engaging families in their students' education, we will increase parental involvement which will increase student academic success and improve attendance and behavior.

Person Responsible Lueverne Montez (montezl@lake.k12.fl.us)

A comprehensive PBIS system will be implemented, monitored, and supported to proactively decrease discipline incidents and classroom disruptions which will increase safety, academic engagement, and academic success. Teachers will use strategies to proactively prevent discipline issues and have a system in place to handle minor infractions which will reduce the number of referrals. A PBIS committee will meet monthly to monitor and collaborate on needed adaptations.

Person Responsible Ashton Wright (wrighta4@lake.k12.fl.us)

Create an alternative to out-of-school suspensions by providing a PASS teacher who will conduct lessons using Sanford Harmony and Restorative Practices in addition to providing academic supports and acceleration. By providing ISS as an alternative to OSS, students will still receive academic support which will ensure students do not fall behind and improve students' academic success.

Person Responsible Carolyn Cohen (cohenc@lake.k12.fl.us)

Create an EWS team of Potential Specialists, Guidance counselors, Family School Liaison, Mental Health Liaison, social worker, and administration who will work together to identify students with early warning signs and provide appropriate support. To strengthen collective efficacy, teachers will contact parents/guardians with attendance concerns and complete weekly attendance logs that get turned into the EWS team for monitoring and follow-up to prevent the increase in absences. When students have missed 20 or more days of school, home visits will be conducted by the Potential Specialist, Family School Liaison, and the district social worker. The EWS team will provide weekly updates to Assistant Principal Cohen for monitoring and support.

Person Responsible Lueverne Montez (montezl@lake.k12.fl.us)

Provide a Family School Liaison (FSL) who will communicate with families to determine needs and provide ongoing support for students and families to set them up for academic success and increased school attendance and strengthen collective efficacy.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

Create a Behavior Threat Analysis (BTA) team that consists of the administration, Potential Specialists, School Resource Officer, school psychologist, social worker, Mental Health Liaison, and guidance counselor will meet monthly to address school safety. Assistant Principal Werner will monitor and support the team.

Person Responsible Lueverne Montez (montezl@lake.k12.fl.us)

Create a Social Emotional Learning (SEL) team that consists of Guidance, Potential Specialist, and the Mental Health Liaison who will implement a social-emotional learning plan with a goal of providing a structure for classroom communities to build positive cultures and climates to improve attendance rates and improve student-student and student-teacher relationships. They will train teachers in the use of Restorative Practices and Sanford Harmony lessons. This will improve the ability of teachers to proactively build positive classroom cultures with morning meetings and discussions to resolve conflict. The SEL team will provide ongoing training and support in classrooms. The PASS teacher will provide lessons to students assigned In-school-suspension. The administration will monitor through learning walk data and support in staff meetings.

Person Responsible Lueverne Montez (montezl@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation

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 ESSA subgroups that are all below 41% proficient in both ELA and Math, differentiation was identified as one of our most critical areas of focus. Differentiation was identified because our Students w/ Disabilities, English Language Learners and our Hispanic subgroups were all below 41%, and it will meet the needs of our bottom quartile. Differentiation will improve learning and success for all by ensuring instruction is designed and tailored to meet the needs of each individual student based on a needs assessment that is monitored before, during, and after instruction to determine the effectiveness of delivery of the lesson. Students would then receive needed remediation, intervention, or acceleration at different phases of their learning. This area of focus will ensure growth for each individual student that will develop into proficiency and beyond.

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

By focusing on differentiation, we expect to see learning gains for all students in ELA and Math. Proficiency in ELA and Math will increase in all subgroups to meet or surpass the 41% Federal Index Expectation. We expect to see student proficiency in ELA, Math, and Science increase in every subgroup to more than 50% proficient by Spring, as evidenced by i-Ready Math and Reading scores and district Lake Standards Assessments, and the state assessments.

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

Learning walk data, i-Ready data, LLI assessments, grade level lessons, grade level common assessments, Acaletics math mastery, will be utilized to monitor the progress of all students in ELA and Math toward the goal of increasing proficiency to at least 50% in each subgroup. All strategies will be monitored through: weekly learning walks by the administration and leadership; analysis of the progress monitoring data weekly by interventionists and monthly by the administration; and quarterly data chats with teachers, leadership, and the administration, and MTSS meetings on a weekly rotation.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

The SIPPS program and/or Foundations will be implemented, monitored, and supported in grades K-3 to increase mastery of foundational reading skills to at least 50%. The LLI program will be implemented, monitored, and supported in grades 3-5 to increase reading fluency and comprehension to at least 50%. Differentiated small group instruction will be used to increase the proficiency of our striving students' performance in reading and mathematics to at least 50%. After-school tutoring will be offered to students as an additional intervention.

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: By implementing, monitoring, and supporting SIPPS, Foundations, LLI, reading remediation small groups, and math remediation small groups, there will be an increase of proficiency in both ELA and Math with a target of at least 50%. SIPPS is a research-based program proven to help both new and struggling readers build foundational skills and confidence for fluent, independent reading. Foundations is the newly-adopted research-based reading foundations program. LLI is a proven research-based reading program that has a track record of showing two years of student growth within one school year. Small group instruction based on individual student needs in support of the core content is a best practice of differentiation.

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.

Implementation, monitoring, and supporting of SIPPS in classrooms K-2 as a means of increasing student foundational reading skills. Implementation, monitoring, and supporting of Foundations Interventions in classrooms K-3 as a means of improving student performance in phonemic awareness, decoding, phonics, fluency, and vocabulary. Teachers are responsible for the implementation of the program, supporting /training teachers, monitoring the student progress and program fidelity. MTSS Coaches will analyze the student data and report the progress and trends to the administration monthly.

Person Responsible Felicia Stephens (stephensf@lake.k12.fl.us)

Implementation, monitoring, and supporting of LLI in grades 3-5 as a means of building foundational skills and confidence for fluent, independent reading with comprehension. MTSS Coaches are responsible for the implementation of the program, training/supporting teachers' assistants, monitoring student progress and program fidelity. MTSS Coaches will conduct weekly learning walks to ensure fidelity of implementation. They will analyze the student progress monitoring data weekly and report the progress and trends to the administration monthly.

Person Responsible Latoya Manning-White (manningwhitel@lake.k12.fl.us)

MTSS Coach oversee the Reading Interventionist teacher and the Math Remediation teacher who conduct small group instruction for students targeted for needing additional support in the core content. MTSS Coaches are responsible for the implementation of the program, coaching of the remediation teachers, and monitoring of student progress. MTSS Coaches will conduct weekly learning walks to ensure fidelity of implementation. They will analyze the student progress monitoring data weekly and report the progress and trends to the administration monthly.

Person Responsible Latoya Manning-White (manningwhitel@lake.k12.fl.us)

Small group instruction time is built into the daily classroom schedule for both ELA and Math to ensure students are receiving targeted and timely remediation. A reading remediation teacher will provide small group instruction in grades 3-5 during the small-group instruction time; a math remediation teacher will similarly provide small-group instruction for grades 3-5. Teacher assistants will be used to assist the

students and classroom teachers during this time. The students will be monitored and tracked using progress monitoring data and subject area grades. The MTSS team, teachers, and an assistant principal meet weekly to review student data and progress and discuss the next steps.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

A Potential Specialist will oversee students for Early Warning Signs (EWS). He/she will provide support for teachers in monitoring the EWS related to individual student success and progress. He/she will report the progress and trends to the Assistant Principal weekly.

Person Responsible Lueverne Montez (montezl@lake.k12.fl.us)

Tutoring will be offered to students who are not proficient in Math and/or ELA. Pre- and post-assessments will be given and reviewed by the administration. Learning walks will be conducted by leadership and the administration to monitor instruction and progress.

Person Responsible Carolyn Cohen (cohenc@lake.k12.fl.us)

Wonderous Wednesdays will be implemented to provide extra planning time for two grade levels. Teams will focus on essential standards, progress monitoring, assessments, student work and next steps.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

The MTSS team will meet with the teachers, coaches, and an assistant principal to review student data and progress. When a student demonstrates a lack of appropriate growth, the MTSS team determines if a different research-based strategy or layering of tiers will provide the necessary support for academic success. Teachers, coaches, and an assistant principal will meet to review student work, analyze student data, and plan the next steps. Areas of focus for instructional planning of small group instruction will be identified. They will plan the next steps for students who have not demonstrated proficiency of the core content and need remediation and the next steps for students who need acceleration.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

i-Ready ELA and Math program will be used, monitored, and supported as a differentiated, supplemental program in all classrooms.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

ALEKS Math program will be used, monitored, and supported as a differentiated, supplemental program in all classrooms.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

Provide each grade level K-5 with a Teacher's Assistant who will assist in small group support for intervention and remediation of skills.

Person Responsible Alejandro Dopico (dopicoa@lake.k12.fl.us)

Intervention/Literacy Block: 60 minutes daily---every day K-5
K-2- The Block focuses on the following: SIPPS, letters, sounds, writing, vocabulary, Work Works, GETEPIC.COM.

Grades 3-5 The Block focuses on writing, vocabulary, comprehension, small group, LLI and Remediation pull-out.

The resources used for Intervention/Literacy Block for grades 3-5 are: LLI, I-Ready, Study Island (5th grade), HMH Florida Science Assessment and Practice, Wordly Wise, Performance/Support Coach

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: This area of focus was identified as a critical need through the low number of effective or highly effective teachers employed; the low student proficiency rates in math, ELA, and/or science; and the high number of our students who exhibit early warning signs. With shared beliefs in a common vision and mission and collective commitments that are based on schoolwide data and School Improvement Plan areas of focus, we will build collective efficacy and collective responsibility among all of our stakeholders. This area of focus will build leadership and staff capacity, which will decrease early warning signs and increase student proficiency by ensuring the culture and climate and instructional practices have improved.

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

By focusing on leadership development, we expect to see an increase in Math and ELA proficiency in all subgroups and learning gains in the bottom quartile of students. We expect to see increases in student proficiency from 36% to 50% proficient or higher in ELA, from 40% to 50% proficient or higher in Math. We expect learning gains to be made by at least 60% of all students, increased from 52% in ELA and 63% in Math. We expect 50% proficient or higher in 5th grade Science. We expect to have fewer school instructional vacancies throughout the year as compared to previous years. In addition, teacher and student daily attendance will increase.

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

The monitoring of leadership development will occur through the administration attending common planning, conducting learning walks, providing professional development and coaching opportunities, weekly leadership meetings and weekly administrative meetings.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

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

The administration will provide a supportive environment in which leadership, instructional coaches, teachers, and staff will build their capacity. Coaches will facilitate biweekly collaborative planning and Wondrous Wednesdays with teachers, facilitate sessions modeling effective instructional practices, facilitate coaching cycles with teachers, and provide professional learning sessions. The Literacy Coaches will advise teachers in relevant content-area reading strategies and provide support for Reading Endorsement. Every staff member will serve on their choice of a committee to contribute and strengthen the programs and processes of the school. Each grade level will have a lead chairperson who will positively contribute to the communication and organization of the grade level. The administration will work with the district to support grade-level teams centered around instructional delivery and sustaining our school improvement. The leadership

team
 attended the PLC Institute conference to increase their knowledge and skills on how
 to
 improve their Collaborative Planning and to strengthen our PLC.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By creating, implementing, and ensuring a system of capacity-building experiences, all faculty and staff will grow in their leadership capacity and effectiveness which will result in more effective support provided to teachers. Increased instructional effectiveness will lead to improved academic performance across all grade levels for all students.

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.

Create and implement an ongoing professional development plan to address the developing needs of the staff to improve instructional strategies.

Person Responsible Carolyn Cohen (cohenc@lake.k12.fl.us)

Provide Literacy Coaches for teachers who will advise teachers in relevant content-area reading strategies and provide support for the required Reading Endorsement.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

The administration, leadership team, and staff members will attend professional development opportunities to advance their professional skillset and continue to grow in our dynamic profession. They will share their gained knowledge with coworkers to continue the learning opportunities.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

The administration and leadership will conduct weekly learning walks that track data to monitor implemented strategies and provide professional growth feedback. The data will be analyzed to inform decisions on planning the next steps for coaching, professional development, and celebrations. The leadership team will meet weekly to monitor progress and provide support.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

As a professional learning community (PLC) during common planning, staff meetings, professional development, data chats, etc., we will work collaboratively with collective efficacy and collective responsibility to work toward the areas of focus on the School Improvement Plan.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

Provide multiple opportunities for the students, parents/guardians, staff, and community members can come together in an academically focused environment for the common goal of student success. The mission, vision, and goals from the areas of focus will be shared with all stakeholders in multiple forms of communication to build collective efficacy and collective responsibility that will ensure learning gains for all students.

**Person
Responsible**

Cindy Christidis (christidisc@lake.k12.fl.us)

#5. 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 was identified as a critical need area through FSA ELA scores. Based on the FSA ELA scores in grades 3-5, less than 50% of each grade level was proficient. 3rd grade 35%; 4th grade 28%; 5th grade 36% and overall school shows 36% reading proficiency. By increasing teacher’s access to standards-aligned instruction coupled with research based interventions and accelerations, we will increase student reading proficiency in grades 3-5. For grades K-2, iReady 2020-2021 EOY data shows Kindergarten 64% at or above grade level; 1st grade shows 41% at or above; and 2nd grade 48% at or above.

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

By focusing on reading proficiency in all grade levels, we expect to see an increase in FSA ELA scores for grades 3-5. ELA proficiency is expected to be at least 50% for each grade level. We also expect to see an increase in the number of students at or above grade level as identified by iReady. For grades K-2 we expect to see at least 65% at or above for each grade level.

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

An improvement in reading proficiency will be monitored by administration through common planning observations, learning walks to see common planning transfer into classroom teaching. Progress monitoring will be done by closely tracking iReady data, PM 1-3, classroom assessments, and intervention data.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

Our strategy will include collaborative common planning twice each week facilitated by the grade level Literacy Coach. During this time, coaches will lead teachers in analyzing student work samples, preparing standards aligned tasks for instruction and discussing effective teaching strategies to meet the needs of all students. We will also monitor the implementation and fidelity of reading interventions provided to students, as well as the implementation of the Wit and Wisdom ELA curriculum. We will also use data from learning walks to determine areas of growth and provide ongoing supports of the

implemented for this Area of Focus.

coaching/feedback cycle. Weekly leadership meetings will be conducted to discuss all systems in place to guarantee optimal learning opportunities 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.

Teachers will utilize a uniform approach to the delivery of common lessons in order to identify trends to assist improving student achievement. Common assessments will be given to monitor the progress towards mastery of the ELA standards resulting in an increase of proficiency. Leadership meetings are held weekly to discuss EWS, core instruction, curriculum, professional development, interventions, SEL, data trends, and instructional practices. Identifying trends through progress monitoring common assessments and instruction will build teacher efficacy through collaboration with team members.

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.

Common Planning- To support teachers with their standards aligned instructional practices, Literacy coaches will work closely with teachers in common planning and in the classroom. They will analyze student work, prepare to teach standards-based lessons, and identify students and areas of focus for small group instruction. Literacy Coaches will ensure that work stations are aligned to the standards and that teachers know exactly how to check for understanding and have a plan in place for all students who do not master the standards during the initial lesson.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

LLI – A research based intervention created by Fountas and Pinnell. When done with fidelity while following all curriculum protocols, students are able to move two full grades levels within a school year. We follow all the system protocols and the intervention is done with fidelity 4 days per week for 30 minutes per day. It is used as a T3 intervention for all students who need an additional layer of support in grades 3-5. The primary focus of the intervention is to improve comprehension and reading fluency. Students who scored a Level 1 on their previous year ELA FSA are the students who receive this intervention. Within a 30 minute lesson, students are exposed to 10 minutes of phonics, 15 minutes of reading comprehension and 5 minutes of writing.

Person Responsible Latoya Manning-White (manningwhitel@lake.k12.fl.us)

SIPPS- SIPPS is a scripted intervention program that focuses on systematic instruction in Phonics, Phonemic Awareness and Sight Words. This intervention is provided in grades K-3 for all students who require this additional layer of support. The SIPPS program allows students to receive explicit instruction in phonics to help students towards being able to read more complex text with automaticity. It is used in the capacity of a T2 intervention. Teachers receive ongoing training and support throughout the school year to be able to effectively provide this intervention for students. Every student on campus is given a SIPPS screener and they are placed based on their screener results. Each grade level groups by ability level to provide instruction for their grade level. SIPPS is provided 5 days per week for 30 minutes per day.

Person Responsible Felicia Stephens (stephensf@lake.k12.fl.us)

Reading Remediation acts as one of the T2 interventions that we have in place for students in grades 2-5. Reading Remediation focuses on increasing reading comprehension and reading fluency for students. The reading remediation teacher, will use the I-Ready Teacher Toolbox to pull resources based on the essential standards to improve comprehension and progress monitor the results. Students who show that they are 2 grade levels or more below their current grade level, as identified by iReady comprehension, are the students who are scheduled for Reading Remediation.

Person Responsible Latoya Manning-White (manningwhitel@lake.k12.fl.us)

Intervention/Literacy Block: 60 minutes daily---every day K-5

K-2- The Block focuses on the following: SIPPS, letters, sounds, writing, vocabulary, Work Works, GETEPIC.COM.

Grades 3-5 The Block focuses on writing, vocabulary, comprehension, small group, LLI and Remediation pull-out.

The resources used for Intervention/Literacy Block for grades 3-5 are: LLI, I-Ready, Study Island (5th grade), HMH Florida Science Assessment and Practice, Wordly Wise, Performance/Support Coach

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

K-5 Through the strategic use of high yield strategies, teachers will plan and deliver standards-based instruction with a focus on authentic literacy. A school-wide focus on "Instructional Delivery" supports core content blocks that utilize the instructional framework with an explicit focus on student centered learning strategies that incorporate reading, writing, thinking and discussing in every lesson, every day.. Our area of focus to improve student achievement by ensuring that teachers are planning and implementing lessons with the district initiative of "What We Teach," "Why We Teach", and How We Teach" as their guideline. Our school is committed to increasing student reading achievement throughout all grade levels and content areas. By ensuring that all lessons are standards aligned and incorporating effective teaching strategies, with a focus on the Essential Standards identified by our district. We will provide all students with collaborative, hands on learning experiences resulting in student academic success.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

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

The instructional focus for the 2021-2022 school year in grades K-2 based on iReady data will be Foundational Skills which includes phonological awareness, phonics, and high frequency words. This area of need is based on iReady data from the 2021-2022 school year. ELA iReady scores show that overall Kindergarten was 35% below grade level, first grade was 58% below grade level, and second grade was 52% below grade level. By focusing on proficiency in foundational skills (phonological awareness, phonics, and high frequency words) supports long-term achievement.

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

The instructional focus for the 2022-2023 school year in grades 3-5 based on IREADY and FSA data will be comprehension. This area of need is based on the IREADY and FSA data from the 2021-2022 school year. ELA scores in grades 3-5, showed that less than 50% of each grade level was proficient. The data indicated 3rd grade scored 35% proficient, 4th grade 28%, and 5th grade was 36% proficient. The area of critical need is comprehension for grades 3-5. In order to increase levels of proficiency the focus will be on reading, writing, thinking, and talking in each lesson to increase comprehension.

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)

By focusing on foundational skills in grades K-2, we expect to see an increase in the number of students at or above grade level on the iReady ELA EOY diagnostic for grades K-2 by 5% in each grade level. Kindergarten will improve from 64% to 69%. First grade will improve from 41% to 46%. Second grade will improve from 48% to 53%.

Grades 3-5: Measureable Outcome(s)

By focusing on comprehension to increase proficiency among grade levels 3-5 we expect to see an increase in FAST and IREADY ELA scores across 3-5 by 5% in each grade. 3rd grade will increase from 35% to 40%, 4th from 28% to 33%, 5th from 36% to 41%, and overall school improvement from 36% to 41%.

Monitoring:

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

An improvement in reading proficiency will be monitored through common planning; learning walks to observe evidence of common planning strategies being utilized by the teacher, formative assessments, and BOY, MOY, and EOY progress monitoring data from FAST, IREADY, STAR Early Literacy, and STAR Reading.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Christidis, Cindy, christidisc@lake.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?

The following evidence-based programs will be implemented to achieve the measureable outcomes in each grade level. All grade levels use Wit and Wisdom, and IREADY. K-2 uses Foundations and SIPPs. Grades 3 will also use Foundations. Grades 3-5 will use Leveled Literacy Intervention, and Reading Remediation. Foundations is monitored through end of unit dictation tests and unit trackers for classes and grade levels. SIPPS is monitored through Mastery Tests in Performance Matters and in MTSS meetings. LLI is monitored through Performance Matters, MTSS and the MTSS coach. IREADY is monitored through BOY, MOY, and EOY of diagnostic assessments. Reading remediation is monitored through the Essential Standard tracker. Wit and Wisdom is monitored through Focusing Question Tasks, End of Module Writing Task, program aligned assessments.

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?

Fundations and SIPP's systematically and comprehensively instructs students in Phonemic Awareness and Word study and contributes greatly to fluency, vocabulary development, and the application of strategies for understanding text. IREADY is a computer-based program that meets students at their level. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. Wit and Wisdom empowers all learners to tackle the rigor of grade-level content with a variety of core text that provides a careful balance of Literacy, Informational, and Fine Arts text.

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
<p>• Common Planning- To support teachers with their standards aligned instructional practices, Literacy coaches will work closely with teachers in common planning and in the classroom. They will analyze student work, create standards-based lessons, and identify students and areas of focus for small group instruction. Literacy Coaches will ensure that work stations are aligned to the standards and that teachers know exactly how to check for understanding and have a plan in place for all students who do not master the standards during the initial lesson.</p>	<p>Christidis, Cindy, christidisc@lake.k12.fl.us</p>
<p>• LLI – A research based intervention created by Fountas and Pinnell. When done with fidelity while following all curriculum protocols, students are able to move two full grades levels within a school year. We follow all the system protocols and the intervention is done with fidelity 4 days per week for 30 minutes per day. It is used as a T3 intervention for all students who need an additional layer of support in grades 3-5. The primary focus of the intervention is to improve comprehension and reading fluency. Students who scored a Level 1 on their previous year ELA FSA are the students who receive this intervention. Within a 30 minute lesson, students are exposed to 10 minutes of phonics, 15 minutes of reading comprehension and 5 minutes of writing.</p>	<p>Manning-White, Latoya, manningwhitel@lake.k12.fl.us</p>
<p>• SIPPS- SIPPS is a scripted intervention program that focuses on systematic instruction in Phonics, Phonemic Awareness and Sight Words. This intervention is provided in grades K-2 for all students who require this additional layer of support. The SIPPS program allows students to receive explicit instruction in phonics to help students towards being able to read more complex text with automaticity. It is used in the capacity of a T2 intervention. Teachers receive ongoing training and support throughout the school year to be able to effectively provide this intervention for students. Every student on campus is given a SIPPS screener and they are placed based on their screener results. Each grade level groups by ability level to provide instruction for their grade level. SIPPS is provided 5 days per week for 30 minutes per day.</p>	<p>Stephens, Felicia, stephensf@lake.k12.fl.us</p>
<p>Reading Remediation acts as one of the T2 interventions that we have in place for students in grades 2-5. Reading Remediation focuses on increasing reading comprehension and reading fluency for students. The reading remediation teacher, will use the I-Ready Teacher Toolbox to pull resources based on the essential standards to improve comprehension and progress monitor the results. Students who show that they are 2 grade levels or more below their current grade level, as identified</p>	<p>Manning-White, Latoya, manningwhitel@lake.k12.fl.us</p>

Action Step	Person Responsible for Monitoring
<p>by iReady comprehension, are the students who are scheduled for Reading Remediation.</p>	
<p>Learning Walks are conducted to observe the implementation of the instructional framework. Administrators as well as the leadership team, all conduct weekly learning walks to monitor if teachers are teaching to the full intent of the standards, as well as to see if the transfer from common planning to classroom is taking place. Administrators and leadership members then meet weekly to discuss trends, noticings, and any teachers who are in need of extra support.</p>	<p>Christidis, Cindy, christidisc@lake.k12.fl.us</p>
<p>• Coaching & Feedback Cycle- Based on learning walks conducted by instructional coaches, areas of need and trends are identified for both teachers and students. The intensity of coaching varies for each teacher based on need, which can include side-by-side, on the spot, modeling, coaching cycle and pulling small groups. Instructional Coaches use a tiering system when providing supports for teachers. Tier 3 teachers receive the most support, while everyone will receive Tier 1 support. Tier 1 supports include classroom walk throughs, feedback, common planning, and the creation of PowerPoint led lessons.</p>	<p>Christidis, Cindy, christidisc@lake.k12.fl.us</p>
<p>• Leadership Meetings- Leadership Meetings are held weekly and the attendance of each member of the leadership team is required. Each member must also be prepared to present data at each meeting that shows the progression of literacy instruction. Literacy Coaches present data from common planning, learning walks, and classroom assessments. The Curriculum Resource Teacher provides data on district and state assessments. The MTSS Coordinators provide data on how fast any gaps that students may have are closing (based on intervention progress monitoring data).</p>	<p>Christidis, Cindy, christidisc@lake.k12.fl.us</p>
<p>• Implementation of Wit & Wisdom/ Foundations/ Geodes- The implementation of the curriculum in each classroom ensures that effective literacy instruction is taking place. The Wit and Wisdom curriculum is used for whole group instruction, while the Foundations curriculum is used as the intervention portion of the grade level standards. Geodes ties it all together with guided reading while building phonics, phonemic awareness skills, fluency, and comprehension skills.</p>	<p>Christidis, Cindy, christidisc@lake.k12.fl.us</p>
<p>• Acceleration- While we provide many interventions, we also provide opportunities for acceleration. Students who are at or above grade level are given the opportunity to participate in</p>	<p>Christidis, Cindy, christidisc@lake.k12.fl.us</p>

Action Step	Person Responsible for Monitoring
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book studies while the rest of the grade level participates in interventions. For Kindergarten, any students who are receiving SIPPS in the first part of the school year is an acceleration. In 1st grade, all students who are in a SIPPS Challenge group is an acceleration. In grades 2-5 students have an opportunity to participate in Book Studies, Reader's Theater and Socratic Seminars to allow the students to dig deep into their reading and to cite evidence as well as have a discussion on books being read.

- Wondrous Wednesdays- The implementation of Wondrous Wednesdays gives each grade level the opportunity to have planning with the Literacy Coach and Math Coach. During this time, the implementation of the curriculum is reviewed as well as data that can be used to drive their instruction. They also look at student samples and establish what an exemplar is, and how they will scaffold their instruction to get students to the highest level of performance. Professional development will be presented during this time as needed to increase teacher performance.

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- Professional Development- During this school year, teachers have had professional developments on the Wit and Wisdom curriculum as well as Foundations and Geodes curriculums. Teachers are preparing to receive training on iReady and how they can use the iReady information to group students for small group reading practice.

Cohen, Carolyn,
cohenc@lake.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.

Our mission and vision drive our commitment to build a culture of finding the "hidden gem" in all people. Whether it is with our staff, teachers, students, families, or community partners, we strive to focus on the strengths and gifts that each individual brings to our campus that contribute to student success. With a focus on collective efficacy and responsibility, high expectations will strengthen teacher and student self-efficacy. The leadership and administration attend a week of learning over the summer with other leaders in our district to reflect, reconnect, recommit, and refocus for the upcoming school year. The entire leadership team attends a week of "Leadership Bootcamp" to recalibrate and plan for teachers' return. The teachers

are invited to a "Teacher Bootcamp" before the scheduled pre-planning to meet new team members, reconnect with known colleagues, bond with their teams, build capacity, create collective commitments, learn or relearn the philosophies and expectations of our school and district. Teachers will be introduced to the leadership team who emphasize how they build capacity and streamline processes in their work with teachers to ensure their and their students' success. An emphasis will be placed on intentionally planning and training teachers on what is expected of them and their students. The program "Class Team Building" will be used to promote positive staff morale and school culture at the beginning of the year as well as throughout the year. Classroom teachers utilize Sanford Harmony and restorative circles with students every day to guide and support the social-emotional growth and support of every person. The programs include character development, conflict resolution, building communication skills, and enriching a positive school-wide common culture. One of the leading support systems in connection with the community is the collaboration with the local churches. This partnership includes the administration, Family School Liaison, and five church representatives from the surrounding neighborhoods, meeting monthly and discusses volunteering opportunities, upcoming events, and other supports. BSE is committed to developing strong relationships with all stakeholders. We plan and structure multiple opportunities for the students, teachers, parents/guardians, and community stakeholders to come together and work with teachers and staff to create a supportive academically focused environment for student success. We involve all stakeholders in important events, meetings, and activity nights throughout the year. We communicate using multiple forms of communication including School Messenger Call-Out System, Dojo, daily student folders, monthly newsletters, social media, and the school webpage. Communication is sent in a language our parents understand. Translators will be present at events to assist with communicating with our parents. Enrichment teachers are planning student performance nights to highlight the work that students are doing in their specials classes. The administration is dedicated to improving the culture and environment of the school and will be responsive to the needs and concerns of our stakeholders throughout the year to build lasting and meaningful relationships with all students, families, and partnerships.

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

The Principal, Cindy Christidis will set the vision and share the plan for building a positive school culture and environment. The Assistant Principals Montez, Cohen, and Dopico will help implement the plan and monitor the implementation and fidelity of implementation. The leadership team (all coaches and SEL team) will monitor and communicate needed support to meet our goals. A culture-building committee led by the assistant principal will collaborate to create culture-building/team-building activities throughout the school year. Volunteers, parents and community members will be involved in improving the culture and environment through parent involvement, volunteering time with students and through monetary donations for incentives for both students and teachers.