

Lake County Schools

# Umatilla Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

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

## Demographics

Principal: Kimberly (Diane) Dwyer

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (59%) 2018-19: B (56%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

### School Grades History

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

### School Board Approval

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Mission Statement:

The Mission of Umatilla Elementary School is to help every child, every day, achieve success by providing high levels of learning for ALL students in a safe learning environment.

#### **Provide the school's vision statement.**

Vision Statement:

Our vision at Umatilla Elementary School is to ensure success for all students through inclusivity and equitable access to all learning experiences. We will make decisions based on the best interest of the students, provide a culture focused on collaborative learning, and actively engage the community's diverse perspectives to support our school.

Collective Commitments:

1. We will provide a welcoming and safe learning environment for ALL.
2. We will provide an equitable, rigorous, and developmentally appropriate curriculum, which addresses individual student needs focused on academic growth, based on best practices.
3. We will collaborate and support each other in developing instructional strategies ensuring effective interventions and designing methods of assessments.
4. We will communicate with parents and the community on issues affecting the education of their students. We will encourage the parents to actively participate in a partnership with the school.

### 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
Dwyer, Dianne	Principal	Establishes a school wide vision of commitment to high standards and the success of all students. Ensures teachers' and students' performance aligns with district policies and procedures. Supports and encourages continual professional learning to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Looks for ways to improve students' experiences at school by implementing and evaluating programs within our school (ie. Wit and Wisdom and Foundations). Builds and nurtures relationships with parents and the community. Ensures our teachers know what is expected when it comes to student discipline, handles student discipline, makes fair decisions, and informs parents when necessary.
Gagnon, William	Assistant Principal	Helps the principal implement the school's vision, ensures high standards and rigorous learning goals are implemented in the classrooms. Builds and nurtures relationships with parents and the community. Handles and documents discipline issues, makes fair decisions, and informs parents when necessary.
Caldwell, Susan	Instructional Coach	Provides guidance on the K-12 ELA plan, facilitates and supports data collection; assists in data analysis; encourages and supports teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction; provides professional learning based on data results; facilitates i-Ready Reading; supports the implementation of the Multi-Tiered System Support (MTSS).
Choy, Therese	School Counselor	Maintains communication, knowledge of student progress toward established goals, and provides professional counseling services; supports and monitors student progress through MTSS; provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.
Six, Alice	Staffing Specialist	Ms. Six serves as the ESE Specialist. She serves as Local Education Agent at staffings and Individual Education Plan (IEP) meetings; conducts staff development activities designed to ensure appropriate education for all students with disabilities; facilitates team meetings focusing on the accomplishment of the reading and math standards. She assists the principal in managing all ESE functions within the school and ensures compliance in all areas of ESE.
Vroman, Loretta	Instructional Media	Provides and maintains a comprehensive and culturally diverse collection of books, magazines, AV materials, and electronic resources that support and enhance the school curricula; teaches research skills using a variety of



Name	Position Title	Job Duties and Responsibilities
		<p>references, literature appreciation and genres, media literacy, online search strategies and other library skills;</p> <p>maintains and services an inventory of audio-visual equipment, computers, and software for the school; instructs and assists teachers in a variety of teaching methods, resources and advanced technologies; inspires a love of reading and learning; operates and organizes a variety of software programs, such as i-Ready and other networked programs; sponsors book fairs, author days, and storytelling events; works with students, teachers, parents, curriculum resource teacher, reading coach, and administrators to facilitate reading incentive programs, evaluate programs and computer-based instruction and research activities.</p>

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Kimberly (Diane) Dwyer

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

639

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

10

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

6

#### 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	79	75	99	101	94	98	0	0	0	0	0	0	0	546
Attendance below 90 percent	25	14	12	16	13	10	0	0	0	0	0	0	0	90
One or more suspensions	1	1	0	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	14	22	22	28	25	10	0	0	0	0	0	0	0	121
Course failure in Math	11	9	10	22	19	9	0	0	0	0	0	0	0	80
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	24	14	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	19	27	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	7	3	10	23	19	27	0	0	0	0	0	0	0	89

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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

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

Date this data was collected or last updated

Tuesday 7/26/2022

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	79	75	99	101	94	98	0	0	0	0	0	0	0	546
Attendance below 90 percent	25	14	12	16	13	10	0	0	0	0	0	0	0	90
One or more suspensions	1	1	0	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	14	22	22	28	25	10	0	0	0	0	0	0	0	121
Course failure in Math	11	9	10	22	19	9	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	1	2	4	15	1	8	0	0	0	0	0	0	0	31

**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	2	1	11	18	38	46	0	0	0	0	0	0	0	116

**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	3	0	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**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	79	75	99	101	94	98	0	0	0	0	0	0	0	546
Attendance below 90 percent	25	14	12	16	13	10	0	0	0	0	0	0	0	90
One or more suspensions	1	1	0	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	14	22	22	28	25	10	0	0	0	0	0	0	0	121
Course failure in Math	11	9	10	22	19	9	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	1	2	4	15	1	8	0	0	0	0	0	0	0	31

**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	2	1	11	18	38	46	0	0	0	0	0	0	0	116

#### 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	3	0	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

## 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	55%	50%	56%				56%	58%	57%
ELA Learning Gains	63%						53%	57%	58%
ELA Lowest 25th Percentile	62%						37%	49%	53%
Math Achievement	61%	46%	50%				68%	60%	63%
Math Learning Gains	65%						70%	56%	62%
Math Lowest 25th Percentile	58%						53%	39%	51%
Science Achievement	52%	52%	59%				56%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	50%	60%	-10%	58%	-8%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-50%				

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	60%	62%	-2%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	60%	61%	-1%	64%	-4%
Cohort Comparison		-60%				
05	2022					
	2019	77%	57%	20%	60%	17%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	56%	-1%	53%	2%
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	26	47	47	31	47	40	14				
ELL	43	68		54	71		42				
BLK	64			27							
HSP	51	76	64	51	73	71	57				
MUL	27			36							
WHT	57	61	68	67	67	61	54				
FRL	43	59	64	47	54	50	45				

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	26	54	60	43	79		43				
ELL	40			41							
BLK	27			45							
HSP	48			40							
MUL	8			20							
WHT	64	78	75	69	88	82	63				
FRL	50	70	54	50	78	73	51				
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	19	39	36	30	51	48	12				
ELL	28	26	30	65	74		48				
BLK	40	50		60	60						
HSP	34	32	31	56	68	38	42				
WHT	62	60	41	71	71	61	61				
FRL	45	45	36	61	67	48	46				

### 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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

The trend we noticed was that 3rd grade did not make the gains expected. Hispanic and Students with disabilities were not making sufficient reading gains.

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

The data components used to demonstrate the greatest need was the FSA ELA pass percentage declined from 56% to 47%.

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

According the 2018-19 FSA data, contributing factors included learning gaps and school closures due to COVID. The steps needed are targeted small group intervention and utilizing the PLC process to improve instruction.

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

The data component that showed the most improvement was learning gains.

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

The two contributing factors for the learning gains were an in-school tutor that used small group interventions and an improved writing process.

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

We will need to implement another in-school tutor that can increase the number of small group interventions.

#### 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.

We will implement Number Talks PD, Writing Process PD, PLC at Work PD, Sanford Harmony SEL, Youth Mental Health and curriculum PD.



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

We will implement targeted walk throughs, targeted small group interventions with a tutor, the improved structured writing process, and growth centered data chats.

### **Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to 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.

Based on the 3rd Grade FSA ELA Assessment from 20.22 year, this area was identified as a critical area of need because Umatilla Elementary demonstrated a 47% pass rate for third grade on FSA ELA and 53% pass rate for third grade FSA Math for 2021-22. This is a decrease in ELA and Math achievement as compared to both the district and state averages. By setting a purpose and increasing student engagement through instructional collaboration and provide an academic tutor during the school day to work with small groups for ELA and Math, Umatilla Elementary will improve learning and success by ensuring an overall increase in ELA and Math Achievement on the Florida State Wide Assessment.

**Measurable****Outcome:**

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

By focusing on these areas, utilizing FSA data from 2022, we expect to see increases in:

\*ELA Overall Achievement Pass Rate from 47% to 50%

\*MATH Overall Achievement Pass Rate from 53% to 55%

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

1. Schedule Collaborative Planning times with grade levels.
2. Meet weekly to identify focus standards, developing engaging lessons through interactive technology and monitor i-Ready, Wit and Wisdom, and Progress Monitoring assessment data to determine academic tutor effectiveness.
3. Schedule leadership walkthroughs to monitor implementation of interventions.
4. Review and analyze walkthrough data.
5. Share data/feedback with grade levels.
6. Leadership will assist teachers PLC process through regular PD.

**Person responsible for monitoring outcome:**

Susan Caldwell (caldwells@lake.k12.fl.us)

**Evidence-based**

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

Weekly collaborative planning, with a focus on focus standards and common assessments, increasing student engagement with interactive technology and academic small group interventions will be used to increase school wide achievement in ELA from 47% to 50%. To monitor this strategy, classroom walkthrough, iReady and Wit and Wisdom, and Progress Monitoring assessment data will be analyzed monthly by leadership.

**Rationale for  
Evidence-  
based  
Strategy:**

**Explain the  
rationale for  
selecting this  
specific  
strategy.**

If we implement, monitor, and support collaborative planning and provide small group interventions with an academic tutor throughout the day in addition to providing school wide intervention, there will be an increase in the ELA and Math achievement.

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

**Action Steps to Implement**

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

1. Schedule Collaborative Planning times with grade levels.
2. Meet weekly to identify focus standards and setting purpose, developing engaging lessons through interactive technology, provide targeted small group intervention and school wide intervention periods.
3. Schedule leadership walkthroughs to monitor implementation of purpose.
4. Review and analyze walkthrough, i-Ready, and Progress Monitoring assessment data.

**Person**

**Responsible**

Susan Caldwell (caldwells@lake.k12.fl.us)

**#2. Positive Culture and Environment specifically relating to Social Emotional Learning**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>School culture was identified as a critical area of focus due to the social and emotional impact of the pandemic. The social and emotional learning is important to help students transition from this stress to the classroom environment. This area of focus will improve learning and success by ensuring students are engaged in interactive lessons utilizing technology and software to receive necessary instruction. We are identifying student leaders through the school safety patrols and K Kids to mentor students with failing grades through character building, Sanford Harmony lessons and Restorative Practices. Mentor teachers have been identified by their leadership skills and positive encouraging attitudes to assist with the aforementioned programs.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>By focusing on this area, we expect to reduce the percentage of students falling into the EWS.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>To monitor this strategy, EWS data will be analyzed monthly by leadership team. Classroom walkthroughs will provide evidence of Sanford Harmony and Restorative Practices, and technology and interactive lessons are being implemented.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Therese Choy (choyt@lake.k12.fl.us)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Sanford Harmony and Restorative Practices will be used to decrease emotional conflict. Teachers will be presenting Sanford Harmony and Restorative Practice along with interactive technology lessons during their school day. Sonic view TVs with chrome books will be used to increase engaging lessons and provide intervention and acceleration. To monitor this strategy, EWS data will be analyzed monthly by leadership team.</p>

**for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

If we continue to implement, monitor and support Sanford Harmony, Restorative Practices and engaging technology infused lessons, then students and teachers in classrooms will build rapport with one another, develop a culture of accountability, and course failures will decrease.

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

#### **Action Steps to Implement**

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

1. Social Emotional Support Team attend Sanford Harmony and Restorative Practice training.
2. Google Classroom and Sonic View Training
3. Team supports implementation in the classrooms by teachers throughout the year.
4. MHL pushes into classes to provides group lessons monthly on social emotional topics.

**Person**

**Responsible**

Therese Choy (choyt@lake.k12.fl.us)

**#3. 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.**

Based on the 4th and 5th Grade FSA ELA Assessment from the 2021-22 school year, this area was identified as a critical need area of focus. This area of focus will improve learning by ensuring increased percentage of 4th and 5th Grade reading proficiency.

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

By focusing on this area, we expect to see increases in our state assessment data

and our district i-Ready data from:

- \*47% to 50% proficient on 3rd grade FSA
- \*56% to 57% proficient on 4th grade FSA
- \*64% to 65% proficient on 5th grade FSA
- \*27% to 30% proficient in Kindergarten i-Ready
- \*8% to 12% proficient in 1st grade i-Ready
- \* 22% to 25% proficient in 2nd grade i-Ready.

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

1. Schedule Collaborative Planning times with grade levels.
2. Meet weekly to identify focus standards, developing engaging lessons through interactive technology and monitor i-Ready, Wit and Wisdom, and Progress Monitoring assessment data to determine academic tutor effectiveness.
3. Schedule leadership walkthroughs to monitor implementation of interventions.
4. Review and analyze walkthrough data.
5. Share data/feedback with grade levels.
6. Leadership will assist teachers PLC process through regular PD.

**Person responsible for monitoring outcome:**

Dianne Dwyer (dwyerd@lake.k12.fl.us)

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

Weekly collaborative planning, with a focus on focus standards and common assessments, increasing student engagement with interactive technology and academic small group interventions will be used to increase school wide achievement in ELA from 47% to 50%. To monitor this strategy, classroom walkthrough, iReady and Wit and Wisdom, and Progress Monitoring assessment data will be analyzed monthly by leadership.

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

If we implement, monitor, and support collaborative planning and provide small group interventions with an academic tutor throughout the day in addition to providing school wide intervention, there will be an increase in the ELA and Math achievement.

**Action Steps to Implement**

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

1. Schedule Collaborative Planning times with grade levels.
2. Meet weekly to identify focus standards and developing engaging lessons through interactive technology, provide targeted small group intervention and school wide intervention periods.
3. Schedule leadership walkthroughs to monitor implementation.

4. Review and analyze walkthrough, i-Ready, and Progress Monitoring assessment data.
5. Attend RTI @ Work to improve intervention process and improve learning

**Person Responsible**

Susan Caldwell (caldwells@lake.k12.fl.us)

## **RAISE**

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

### **Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on 2021-22 end of the year screening, progress monitoring, and i-Ready data 27% of Kindergarten students, 8% of First grade students and 22% of Second grade students were not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

Based on the 3-5 Grade FSA ELA Assessment from the 2021-22 school year, the Reading/ELA area was identified as a critical need area of focus. 47 percent of the grade 3 students scored below Level 3 on the 2022 statewide, standard ELA assessment. This area of focus will improve learning by ensuring increased percentage of grades 3-5 on reading proficiency.

**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 this area, we expect to see increases in our state assessment data and our district i-Ready data from:

\*27% to 30% proficient in Kindergarten i-Ready and STAR

\*8% to 12% proficient in 1st grade i-Ready and STAR

\* 22% to 25% proficient in 2nd grade i-Ready and STAR

**Grades 3-5: Measureable Outcome(s)**

By focusing on this area, we expect to see increases in our state assessment data and our district i-Ready data from:

\*47% to 50% proficient on 3rd grade Progress Monitoring Assessment FAST

\*56% to 57% proficient on 4th grade Progress Monitoring Assessment FAST

\*64% to 65% proficient on 5th grade Progress Monitoring Assessment FAST

**Monitoring:**

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

The school's Area of Focus will be monitored through the FAST progress monitoring assessments and i-Ready data. Monitoring will also take place through the school-wide Targeted Intervention and Enrichment block, along with MTSS progress monitoring data.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Dwyer, Dianne, [dwyerd@lake.k12.fl.us](mailto:dwyerd@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?

Grades K-3 are implementing and focusing evidence-based practices/programs through Foundations curriculum provided through the district. These practices/programs align to the B.E.S.T. ELA Standards. Grades K-5 are continuing to implement ELA Wit and Wisdom provided through the district. Wit and Wisdom is aligned to B.E.S.T. ELA Standards. These reading programs align with district's K-12 Comprehensive Evidence based Reading Plan. Grades K-5 are implementing the i-Ready computer based ELA reading instruction programs. i-Ready is provided through the district and aligns with the B.E.S.T. ELA Standards and the district's K-12 Comprehensive Evidenced based Reading Plan.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

The district has selected the i-Ready, Foundations and Wit and Wisdom ELA practices/programs. These programs align with the B.E.S.T. ELA Standards and have proven to be effective for the targeted population. "Foundations incorporates the principals of instruction that are identified by research as effective in increasing achievement for all students, whether struggling, accelerated, or English language learners."

**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
Implementation and commitment to the PLC process for all teachers and leadership team. Ongoing PD to improve and embed PLC process	Dwyer, Dianne, dwyerd@lake.k12.fl.us
Grade levels will meet weekly to work collaboratively and set clear goals for all of their students. They will review and assess student work within their grade level team and determine systematic interventions. They will make sure struggling students are identified and provide support and ensure that these students receive additional time when needed. Teachers will review and analyze the results of their strategies on student performance. They will determine and implement common assessments for the students.	Caldwell, Susan, caldwells@lake.k12.fl.us
The Literacy Coach will provide classroom support as needed and keep teachers abreast of B.E.S.T. practices along with available Professional Learning opportunities and resources.	Caldwell, Susan, caldwells@lake.k12.fl.us
Literacy Leadership will be encouraged throughout the school community including the Media Specialist, Music, STEAM and Physical Education.	Dwyer, Dianne, dwyerd@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.

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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Curriculum nights are held for each grade level. Teachers review specific grade level information followed by a question and answer session. Weekly grade level newsletters are sent home which outline lessons and skills for the current week. Communication is sent home in students' home language when feasible. Teachers call parents regularly in regards to student progress. Report Card Nights are held throughout the school year. Translators are also available for parent meetings. At these meetings,

parents meet one-on-one with the teachers to discuss their child's progress and recent report card. Parents are aware of current events through the use of the School Advisory Committee (SAC), website, social media, weekly calls and emails through school messenger and monthly school newsletters. The parent call out service(School Messenger) is used for emergency notification along with special events.