Lake Silver Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

https://lakesilveres.ocps.net/

Demographics

Principal: Nathan Hay

Start Date for this Principal: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: C (50%) 2017-18: B (56%)
**2019-20 School Improvement (SI) Information***	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

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

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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	80%

School Grades History

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

School Board Approval

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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.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Burke, Sheila	Principal	The principal is responsible for all operational, behavioral, and academic systems within the school. She serves as the curriculum and instructional leader at Lake Silver Elementary. She supports, observes, and evaluates teachers in their ability to make data-based instructional decisions to ensure everyone is upholding high expectations for student learning at all times. The principal is responsible for the safety and the social-emotional well-being of the Lake Silver Elementary staff and students.
Burgess, Sheleen	Assistant Principal	The Assistant Principal is responsible for all operational, behavioral, and academic systems under the direction of the principal. In addition, she serves as an instructional and curricular leader.
Giessler, Josh	Behavior Specialist	Supports ESE (Exceptional Student Education) student behavior, social skills goals, IEPs (Individual Education Plan) and BIPs (Behavior Intervention Plan)
OHalloran, Rande	Staffing Specialist	The Staffing Specialist ensures all requirements and compliance items for ESE students are met, collaborates regularly with classroom teachers to support effectively identifying students with exceptionalities and/or diverse needs, monitors ESE students' EWI signals, and serves as the MTSS (Multi-Tiered System of Support) coach for Lake Silver Elementary.
Bigio, Charlotte	Math Coach	The Math Coach is responsible for supporting and coaching teachers in implementing math and science instruction PK-5 as well as serving as the Skyward captain for Lake Silver Elementary.
Torres, Zaida	Instructional Coach	The Instructional Coach is responsible for supporting and coaching teachers in implementing instruction PK-5 and serving as the testing coordinator. She also supports English Language Learners (ELLs) in program placement and meets with parents to ensure ELL student needs are met in the classroom environment.
Besaw, Sue Ann	School Counselor	The guidance counselor serves as a member of threat assessment team, supports student and family social emotional needs, district-wide health initiative, and counsels students in groups and/or individually.

Demographic Information

Principal start date
Monday 7/12/2021, Nathan Hay

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.*
0

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.*

2

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

410

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

13

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

11

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	24	59	65	73	55	64	0	0	0	0	0	0	0	340
Attendance below 90 percent	7	18	17	23	11	21	0	0	0	0	0	0	0	97
One or more suspensions	0	4	4	2	5	6	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	5	0	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	20	24	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	20	30	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	5	0	2	0	0	0	0	0	0	0	7

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	2	1	4	18	27	0	0	0	0	0	0	0	52

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	4	0	0	0	0	0	0	0	0	0	5
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 7/12/2022

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	21	77	79	82	76	113	0	0	0	0	0	0	0	448
Attendance below 90 percent	4	26	24	22	27	34	0	0	0	0	0	0	0	137
One or more suspensions	0	4	1	9	3	10	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	1	1	9	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	2	3	13	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	4	5	24	0	0	0	0	0	0	0	35

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	77	79	82	76	113	0	0	0	0	0	0	0	448
Attendance below 90 percent	4	26	24	22	27	34	0	0	0	0	0	0	0	137
One or more suspensions	0	4	1	9	3	10	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	1	1	9	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	2	3	13	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	4	5	24	0	0	0	0	0	0	0	35

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	56%	56%				51%	57%	57%
ELA Learning Gains	46%						56%	58%	58%
ELA Lowest 25th Percentile	25%						43%	52%	53%
Math Achievement	36%	46%	50%				52%	63%	63%
Math Learning Gains	43%						60%	61%	62%
Math Lowest 25th Percentile	39%						41%	48%	51%
Science Achievement	34%	61%	59%				44%	56%	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	49%	55%	-6%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	56%	57%	-1%	58%	-2%
Cohort Comparison		-49%				
05	2022					
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-56%				

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	49%	62%	-13%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	58%	63%	-5%	64%	-6%
Cohort Comparison		-49%				
05	2022					
	2019	52%	57%	-5%	60%	-8%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	54%	-10%	53%	-9%
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	16	23	14	15	23	33	12				
ELL	45			27							
BLK	26	38	18	23	36	39	21				
HSP	28	32		28	42		15				
WHT	78	64		70	59		70				
FRL	26	39	21	21	36	44	19				

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	16	33	36	16	33		13				
ELL	25			19							
BLK	25	33	50	24	34	45	32				
HSP	39	50		22	28		47				
WHT	73	73		77	64		80				
FRL	30	40	50	25	33	42	38				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	23	42	25	44	27	27				
ELL	48	42		48	58						
BLK	38	49	34	41	52	38	28				
HSP	59	39		53	61		60				
WHT	73	77		84	74		71				
FRL	41	47	38	40	51	38	30				

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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	36
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	68
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	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

Based on the 2022 state assessment, ELA achievement increased from 39% to 41% while Math achievement remained the same at 36%. The percentage of the lowest 25% subgroup meeting learning gains decreased from 44% to 25% in ELA and 50% to 39% in Math. In addition, Science proficiency decreased from 45% to 34%. 5 ESSA subgroups did not meet the 41% index in ELA; Black-29%, Hispanic-24%, ELL-36%, ED-29%, SWD-19%.

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

From 2021 to the 2022 state assessments, the Lowest 25% in Reading demonstrates the area that needs improvement with a 19%% decrease. Comparing scores of our student's historical data, we will monitor this subgroup and the need for different layers of support. (i.e. Tier 1, tutoring, testing, etc.)

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

We had academic decreases last year because our Tier I instruction had gaps between teachers and we did not have consistent interventions in place. This year, we have two required common planning days. With the help of Corrective Programs, we will focus on supporting teachers with understanding the BEST benchmarks during common planning then visit classrooms regularly to give actionable feedback on the instruction. We have an MTSS coordinator this year and are implementing the walk to intervention model. Students will be provided with targeted reading interventions and will be closely monitored. Focusing on Tier I and Tier II instruction will help increase our proficiency and learning gains.

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

From the 2021 to the 2022 state assessments, the learning gains in Math demonstrated the most improvement with a 5% increase. Since we know that learning gains is an important component to help close the achievement gap, we will continue to focus on Tier 1 and Tier 2 instruction in order to help target individual needs. Benchmark reteaching is part of our math intervention support plan.

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

In addition to focused vocabulary instruction and virtual labs, Lake Silver added a STEAM lab elective to include hands-on projects. Our math coach expanded support through science coaching, creating lesson plans, and analyzing data.

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

Using the district acceleration lesson plans and framework built into the CRMs. Using the iReady prerequisites report informing instruction and guide for scaffolding comprehension. We will focus on small group resources when planning in PLC's to help scaffold the different learning needs of students.

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.

Professional development during the year will focus on the new BEST benchmarks through PLC's and our partnership with Scholastic. During preplanning, our entire instructional staff took part in a 2 day, 4 hour overview of the new ELA benchmarks. An instructional leader from Just Read Florida facilitated the PD. Guided reading is a research based instructional practice that has been proved to close gaps. We are partnering with Scholastic with ongoing PD and 1:1 coaching in the use of the Scholastic book room and guided reading.

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

Our leadership team and weekly Corrective Programs support will be used to ensure sustainability. A CP senior administrator will be on campus weekly to work with administration and coaches to provide actionable teacher feedback, analyze data, and support common planning. ELA, math, and science program specialists will be on campus weekly to do the same. With the use of uniSIG funds, we plan to hire a program specialist to help with small group interventions.

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

:

#1. Positive Culture and Environment specifically relating to teachers sense of belonging	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School culture is a key factor in the school improvement equation. Our staff needs to feel valued, appreciated, and supported in order to be their best for students. Last year's Panorama staff survey data showed a decrease from the previous year; specifically related to their sense of belonging.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on the Panorama survey data, Lake Silver staff responses of the School Climate category was 48%, which decreased by 13%. Our goal for the school year is to increase by 10%; from 48% to 58%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Lake Silver will monitor our staff's sense of belong through staff surveys twice each quarter. The administration team will review responses to reflect on current strengths and areas of growth in order to adjust the current climate of the school. The outcome will also be measured by the district-wide Panorama platform survey distributed to all stakeholders in order to measure the impact that school initiatives and climate have on culture and sense of belonging in each school.
Person responsible for monitoring outcome:	Sheila Burke (sheila.burke@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The administration team will review how teams are structured and how groups work collaboratively to problem-solve through the development of team norms when engaging in discussions. In addition to groups working collaboratively, we will implement an induction program for new teachers to receive mentor support along with a mentor program to provide guidance on how mentors can best support new teachers. We will also create committees, such as a Behavior Intervention committee, to acquire teacher input on decisions that will impact systems and structures implemented school-wide.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	As school climate and student achievement are closely aligned, we intend to focus on fostering a sense of belonging among staff members. The strategies we plan to implement will create opportunities for Lake Silver to improve inclusion of all staff by allowing to their voices to be heard when making school-based decisions, improve equity by removing any barriers regarding communication between staff and administration, and ensure teachers are supported in multiple aspects when working to foster a sense of belonging.

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.

Teams will meet to establish norms as a method to communicate when engaged in collaborative discussions. These will be revisited frequently throughout the year to ensure teams communicate promote a sense of safety and community among staff members.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

The instructional coach will develop an induction program to support new teachers along with a mentor program to develop mentors. The coach will meet regularly with teachers and provide ongoing professional learning along with social emotional activities that promote a sense of belonging at Lake Silver.

Person Responsible   Zaida Torres (zaida.torres@ocps.net)

Administration will establish a behavior intervention team, which will include teachers representing each grade level, to discuss current trends, strategies that can be implemented to reduce discipline infractions, and ensure the team meets regularly to allow teachers to contribute their ideas to current school-wide systems and structures.

Person Responsible   Sheleen Burgess (sheleen.burgess@ocps.net)

Administration will send out staff surveys regularly to gain an understanding of teacher's sense of belonging by reflecting on the strengths and areas of growth of the current school climate. The leadership team will celebrate successes and make adjustments as needed regarding the results of these surveys.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lake Silver Elementary will focus on improving the efficiency and efficacy of the Multi-Tiered System of Supports (MTSS) framework in order to narrow the achievement gap and increase student proficiency. A continuum of Tier II and Tier III researched-based resources and assessments will be used to vigorously progress monitor data of students identified as needing additional Tier II and Tier III support. At the core of our school-wide system, targeted professional development and data analysis conversations will drive the decision making process. The data indicates there is a need for a systematic implementation of the MTSS process. By providing our staff with ongoing professional development that reinforces proper data collection, progress monitoring, and data analysis, we ensure that students' individual needs are met.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Lake Silver Elementary will increase proficiency within our subgroups that scored below the 41% index in English Language Arts (ELA). Our targets subgroups will include Black students (29%), Hispanic students (24%), ELLs (36%), Economically Disadvantaged students (29%), and Students with Disabilities (19%). Our students identified within each subgroup will demonstrate 41% proficiency on the FAST ELA and Math assessments. This will results in improvements with Black students (+12%), Hispanic students (+17%), ELLs (+5%), Economically Disadvantaged students (+12%), and Students with Disabilities (+22%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school's leadership team will serve as active participants in all common planning meetings for each content area. Feedback on instructional trends in each content area will be provided during common planning sessions. The school's leadership team will also attend weekly data meetings, which will focus on analyzing common assessments and district progress monitoring assessments to determine trends as well as potential changes to instructional practice. The assessments will include district-created assessments, iReady, Symphony Math, and FAST results. Implementation of any shifts made to lessons will be monitored by the school's leadership team conducting daily classroom walkthroughs. Upon completion of daily walkthroughs, individual feedback will be provided to staff using the district instructional framework and progress monitoring tools. The school's leadership team will be consistent with calibrating observations and streamlining feedback on a bi-weekly basis.
Person responsible for monitoring outcome:	Sheila Burke (sheila.burke@ocps.net)
Evidence-based Strategy: Describe the evidence-based	The Multi-Tiered System of Supports (MTSS) is a process of systematically providing student supports in response to their current level of performance. Proper implementation and monitoring of the MTSS process will change the way students are supported by systematically delivering a range of interventions based on demonstrated levels of need. In common planning meetings, teams will actively participate in Professional Learning

strategy being implemented for this Area of Focus.	Communities (PLCs) and analyze data to determine trends and student needs. Data collected all at tiers will be used to inform instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	In order to effectively progress monitor and collect and analyze data, the instructional and support staff will receive additional professional development focusing on these elements of the Multi-Tiered System of Supports (MTSS) process. As a result, the staff will be better equipped to deliver targeted interventions on a weekly basis, gather and analyze progress monitoring data and make the necessary changes to intensive instruction provided. In addition to the initial layer of professional development, weekly grade level data meetings will be conducted to analyze student mastery of core content area standards while simultaneously determining the students in need of Tier II or Tier III support.

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.

Implement a common planning framework that focuses on disaggregating formative and summative data, standards-based instruction, and engaging instructional delivery.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

Administration will continually monitor both planning deliverables and the collective delivery of instruction through attendance in common planning and daily instructional walkthroughs. Ongoing feedback will be provided to teachers.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

Data will be evaluated and triangulated to ensure the effectiveness of the common planning process. Once data is evaluated, adjustments will be be made not only to instructional lessons but also utilized to strategically plan our Fundamental Basic Skills (FBS) schedule and teacher-led small groups.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

Focus on engagement strategies/structures as well as techniques to promote student processing of content for teachers to utilize during whole group and small group instruction. Focus on the effective use of strategies to monitor students' understanding during instruction.

Person Responsible   Zaida Torres (zaida.torres@ocps.net)

Implement intervention model for Tier II and Tier III students. Data will be continuously collected and analyzed for all students to ensure alignment and effectiveness of interventions for students receiving Tier I, Tier II, and Tier III supports. A frequent, structured system of data collection and support modification will occur for all students who continue to receive Tier II and Tier III supports.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

#3. 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.	Lake Silver Elementary will continue to focus on increasing student proficiency in all content areas as a result of teachers consistently, purposefully, and collaboratively planning standards-based lessons coupled with delivering rigorous instruction to include effective monitoring of student progress toward learning and the implementation of authentic engagement strategies. Based on the results from 2021-22 Florida Standards Assessment (FSA), there is a need for instruction to be more rigorous by developing the instructional capacity of the classroom teachers. In English Language Arts (ELA), Math and Science, less than 50% of students were proficient on the FSA and Science Statewide Assessment (SSA).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Lake Silver Elementary will increase proficiency in ELA from 41% to 54% (+13%), Math from 36% to 54% (+18%) and Science from 34% to 54% (+20%) based on the FAST for ELA, FAST for Math, and SSA for Science.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by the school-based leadership team and district support. The team will develop a walkthrough schedule to observe all teachers with an emphasis on teachers receiving Tier II and Tier III support. School-based leadership team and district support will monitor teacher's instructional practices during class walkthroughs as well as review coaching logs to determine implementation of support. The teams will calibrate and quantify their observational findings. The actionable feedback will be shared during the weekly PLCs and during school-based meetings. Equally important, consistent, streamlined, and explicit written and verbal feedback from administration on instructional practices, school-wide, will be culturally embedded to enhance pedagogical practices. Student common assessments and iReady data will also be used to monitor the effectiveness of instruction.
Person responsible for monitoring outcome:	Sheila Burke (sheila.burke@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy	Lake Silver will build standards-based PLCs for teachers to engage in common planning from our content specific, school-based coaching staff to increase their knowledge of both content and pedagogy. Identified teachers will receive support through coaching cycles as well.

being implemented for this Area of Focus.

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

The coaching cycle is a structured plan to help teachers and coaches learn and improve. The end result is that their coaching becomes more impactful and their students' learning increases as a result. The coaching cycle has six phases: 1) Set standards-based goals, 2) Develop learning targets, 3) Pre-assess, 4) Co-plan, 5) Co-teaching, 6) Post-assess In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit or grade level, 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? 4) What will we do if they already know it?

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.

Provide teachers with purposeful common planning time facilitated by a leadership team member to build standards-based Mathematics, ELA and Science lessons. Principal and Assistant Principal will attend grade-level common planning sessions weekly. During this time, lesson plan development will be monitored to ensure teachers plan for standards-based instruction, questioning strategies, monitoring techniques, and engagement strategies. Additionally, teachers will model instructional delivery and provide each other feedback. The school-based leadership team will continue meeting with teachers and support staff weekly to discuss student progress and needs in all content areas.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

The school-based administrators will continue to build a school-wide system to observe instructional practices by creating a monthly instructional walkthrough schedule to collect data on instructional trends and student outcomes. Instructional trend data will be calibrated and shared will all teachers and support staff. Additionally a weekly walkthrough schedule will be created to provide feedback and support to Tier II and Tier III teachers within the coaching cycle.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

The school-based leadership team (i.e.- administrators, coaches, behavior specialist, media specialist) will continue to provide professional development aligned to standards-based instruction, authentic student engagement, monitoring for student understanding, and high yield strategies. The trainings will also be based on results of instructional trend data, assessment results, and lesson progression review. These main areas of professional learning will strengthen instructional trends and student progress monitoring data.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

Administration will monitor the transference from planning to practice utilizing both school-based and facilitated walkthroughs focused where results of walkthroughs and instructional sweeps are calibrated with the leadership team and teachers to promote reflection and action based upon identified trends.

Walkthrough tools utilized will include forms that promote both quantitative and qualitative data collection methods.

Person Responsible   Sheila Burke (sheila.burke@ocps.net)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

At the end of the 2021-22 school year according to iReady Reading, 16% of Kindergarteners, 47% of 1st graders, and 60% of 2nd graders scored needs improvement. Once students are able to decode words more fluently, they can focus more on understanding the text which will improve overall comprehension. Differentiated instruction with a focus on foundational reading skills will be implemented and monitored within small group reading instruction. The district-provided foundational assessments will be utilized to progress monitor.

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

As indicated by the 2021-2022 Florida Standards Assessment (FSA), 59% of students in grades 3-5 scored below proficiency. Our area of focus is to routinely use a set of comprehension-building practices to help students make sense of the text. Differentiated instruction with a focus on foundational reading skills will be implemented and monitored within small group reading instruction. Tier II and Tier III reading intervention data will be utilized to progress monitor student performance.

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)

At the beginning of the 2022-23 school year, only 16% of K-2 students scored proficient on the iReady diagnostic. By the end of year assessment of the 2022-23 school year, 51% will score at the proficient level on the statewide FAST assessment.

Grades 3-5: Measureable Outcome(s)

At the beginning of the 2022-23 school year, only 28% of students in grades 3-5 scored proficient on the beginning of the year FAST assessment. By the end of year assessment of the 2022-23 school year, 51% will score at the proficient level on the statewide FAST assessment.

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.

Members of the school leadership team will conduct weekly reading walkthroughs to collect trend data specific to instructional practices utilized within the ELA block in all grade levels. FAST Progress Monitoring assessments 1 and 2 (PM 1, PM 2) will be tracked to create fluid instructional groups of students for differentiated Tier II and Tier III instruction. District-created standards-based unit assessments will be utilized to monitor student performance on grade level benchmarks. Coaching cycles will be conducted with teachers in areas of greatest need to monitor and support the utilization of reading best practices and alignment to grade level standards.

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

Burke, Sheila, sheila.burke@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §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?

Through use of district approved and provided resources, research based practices will be implemented in all grade levels. Identified areas of need in foundational reading skills will be supported through the use of programs, such as SIPPS. Common planning sessions, facilitated by the Instructional Coach, will focus on embedding reading components within all levels of instruction.

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?

A routine use of comprehension-building practices will help students make sense of the text. The practices to implement are:
Part A: Build students' world and word knowledge so they can make sense of the text.
Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
Part C: Teach students a routine for determining the gist of a short section of text.
Part D: Teach students to monitor their comprehension as they read.

Students in grades K-5 are screened in the SIPPS program for accurate placement within lessons on the reading continuum. A strong focus will be placed on supporting students in decoding words, analyzing word parts through morphology, and applying phonics skills within leveled texts. Small group instruction will support the differentiated needs of students based on fluid groupings and progress monitoring.

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
Provide training for teachers so that they understand the practices being implemented. This training will be incorporated into ELA PLC meetings. Every teacher will be given a copy of the IES research so that they can also read about the practices.	Burke, Sheila, sheila.burke@ocps.net
The leadership team will complete classroom walkthroughs to identify strengths and weakness of implementation of the practices.	Burke, Sheila, sheila.burke@ocps.net
Data from the standards based-unit assessments and progress monitoring assessments will be analyzed to determine success of the practice. Changes and adjustments will be made as a result of the data analysis.	Burke, Sheila, sheila.burke@ocps.net
Data points collected, monitored, and analyzed: District created Standards-Based Unit Assessments, FAST Progress Monitoring assessments (PM 1, 2, and 3), iReady diagnostic growth (BOY to MOY), SIPPS Mastery Assessments and formative assessments.	Burke, Sheila, sheila.burke@ocps.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We are using our theme Better Together to focus on building a positive school culture and environment. Students have the opportunity to attend a positive behavior celebration at the end of each quarter. Criteria to attend the celebrations include no referrals, two or less classroom call outs, and attendance rate greater than 90%. Students earn Tiger Tickets for positive behavior and academics and shop weekly with their tickets during recess. Our cafeteria has a reward system for following the cafeteria rules. Every Friday we recognize Tiger of Week and students receive a ribbon and pencil. Students earn academic rewards for reading Sunshine State books, meeting their Accelerated Reader (AR) goal, and making honor roll at the end of each quarter. Staff earn rewards for monthly and quarterly attendance, turning in required documents on time, passing the You Make A Difference Award (peer to peer), and for improving student academic data. We have a social media coordinator that shares the wonderful things happening at our school on Facebook, Twitter, and Class Dojo. Communication is an important aspect of school culture. Every Sunday, our electronic news letter, Tiger Talk, is send via Constant Contact Email. The principal sends regular phone messages to parents and uses Class Dojo. We still send home a variety of information via backpack and keep our marquee updated.

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

Lake Silver hosts monthly events where families are invited to join faculty and staff in an effort to foster relationships and inform families about the curriculum being taught. Our goal is to inform families and to build relationships so that school and home are working collaboratively to ensure optimal student academic success.

Parents are our main stakeholders. We encourage them to log into Skyward regularly to monitor their student's progress. Our Parent and Teacher Association (PTA) and School Advisory Counsel (SAC) support our goals by facilitating school events, fund raising, and giving input on school issues.