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Bay Lake Elementary

12005 SILVERLAKE PARK DR, Windermere, FL 34786

<https://baylakees.ocps.net/>

Demographics

Principal: Lakeitha Mincey

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (72%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan 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.

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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Bay Lake Elementary

12005 SILVERLAKE PARK DR, Windermere, FL 34786

<https://baylakees.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>39%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>69%</p>

School Grades History

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

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.

OCPS Mission - 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.

OCPS Vision - 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
Trick, Heather	Assistant Principal	<p>Ms. Heather Trick, Assistant Principal, serves as an instructional and behavioral leader. She oversees and supports teachers in implementing and monitoring effective whole group and small group instruction, including the strategic implementation of MTSS interventions, enrichment, and accommodations for ESE and ELL students. Additionally, Ms. Trick oversees and works with the staff and leadership team to plan and implement the School Improvement Plan, School Advisory Council initiatives, safety and emergency management procedures, positive behavior supports and interventions, and data-based changes to student-centered instruction. She assists and supports the Principal's School Vision.</p>
Mincey, Lakeitha	Principal	<p>Ms. Lakeitha Mincey is the school-based instructional leader. She supports effective instruction in academics and life skills. She also ensures professional development is based on the needs of the staff to increase student achievement. Ms. Mincey monitors the School Improvement Plan Focus Points through the ongoing implementation of all school-based leaders and educators. She ensures the daily operations of the school and the safety of all. The principal provides opportunities for the leadership team, instructional core team, and classified team to have the tools needed to maintain a successful profession.</p>
Scott, Vann	Curriculum Resource Teacher	<p>Mr. Vann Scott, Curriculum Resource Teacher, is an instructional leader who serves as the curriculum and student data manager. He also coordinates staff development, serves as the testing coordinator, and coordinates the tutoring program.</p>
Phillips, Ashley	Instructional Coach	<p>Mrs. Ashley Phillips, Instructional Coach, provides instructional support to teachers and oversees and participates in common planning for kindergarten through fifth grades. Mrs. Phillips also supports teachers in data analysis and planning for differentiated activities, small group instruction, and interventions in order to increase student learning gains. Mrs. Phillips works with teachers through the coaching cycle to improve instructional practices school-wide plans and implements our new teacher mentoring program.</p>
Williams, Jameka	Staffing Specialist	<p>Mrs. Williams is the Staffing Specialist and MTSS Coach. She ensures that special education services, individual educational plans, and MTSS interventions are implemented with fidelity. Ms. Williams, organizes and facilitates staffing meetings with the participation of the itinerant team, teachers, and parent or legal guardian.</p>
Johnston, Margaret	ELL Compliance Specialist	<p>Mrs. Johnston is the school's ESOL Compliance Teacher. In this role the ECS coordinates WIDA Testing, facilitates ongoing Teacher-Parent- Student support for our English Language population, provides school wide professional development trainings, and monitors ELL subgroup data.</p>

Name	Position Title	Job Duties and Responsibilities
West, Danyellia	School Counselor	Ms. Danyellia West is the School Counselor provides mentoring group sessions, Second Step/Sanford Harmony Trainer/SEL Curriculum Expert, and leads the Social and Emotional Learning and Leadership Site Team. She also faithfully assist and supports the Principal's/School Vision without hesitation.
Vasquez, Lissette	Instructional Media	Mrs. Vasquez works as the media specialist. In her role Mrs. Vasquez supports the enhancement of digital instruction school-wide, including the implementation of literacy initiatives such as Literacy Pro and Renaissance Accelerated Reader, and the management of student devices.

Demographic Information

Principal start date

Tuesday 6/1/2021, Lakeitha Mincey

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.*

4

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

40

Total number of students enrolled at the school

672

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

8

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

8

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	92	87	117	139	108	129	0	0	0	0	0	0	0	672
Attendance below 90 percent	1	30	30	36	28	30	0	0	0	0	0	0	0	155
One or more suspensions	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	20	31	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	19	21	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	14	19	17	0	0	0	0	0	0	0	50

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	0	3	15	20	0	0	0	0	0	0	0	40

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

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

Date this data was collected or last updated
Saturday 8/13/2022

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	83	120	118	102	128	128	0	0	0	0	0	0	0	679
Attendance below 90 percent	0	19	21	18	12	18	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	0	0	1	0	3	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	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	83	120	118	102	128	128	0	0	0	0	0	0	0	679
Attendance below 90 percent	0	19	21	18	12	18	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	

Students with two or more indicators 0 0 0 1 0 3 0 0 0 0 0 0 0 0 4

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 0 0 1 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 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	71%	56%	56%				80%	57%	57%
ELA Learning Gains	66%						71%	58%	58%
ELA Lowest 25th Percentile	47%						56%	52%	53%
Math Achievement	77%	46%	50%				85%	63%	63%
Math Learning Gains	73%						74%	61%	62%
Math Lowest 25th Percentile	60%						59%	48%	51%
Science Achievement	72%	61%	59%				77%	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	70%	55%	15%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	68%	57%	11%	58%	10%
Cohort Comparison		-70%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-68%				

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	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	76%	63%	13%	64%	12%
Cohort Comparison		-79%				
05	2022					
	2019	75%	57%	18%	60%	15%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	54%	16%	53%	17%
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	5	14	18	15	36	27					
ELL	60	65	51	72	70	58	57				
ASN	83	80		93	95		90				
BLK	65	70		71	90						
HSP	66	65	49	74	73	61	69				
WHT	76	62	31	77	63	50	74				
FRL	67	61	29	73	70	59	65				

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	18			28							
ELL	61	67	58	73	75	67	54				
ASN	78	80		87	70		82				
BLK	82			94			80				
HSP	69	66	55	75	67	52	68				
WHT	79	81		74	67		78				
FRL	65	56	45	67	60	44	62				

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	32	27	9	41	33	18					
ELL	68	71	66	77	76	64	74				
ASN	87	74		98	74		78				
BLK	85	81		82	57						
HSP	75	70	63	77	72	58	73				
WHT	82	69	37	90	81	63	86				
FRL	73	68	37	80	68	59	71				

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	8
Percent Tested	99%

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	64
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	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	74
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	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
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	62
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?

In reflecting on our data, our overall proficiency in ELA, Math, and Science is an area of strength. However, students in the ESE, ELL, and Lowest 25% struggle to demonstrate proficiency and make learning gains. This past year our Learning Gains in Math increased, but our Learning Gains in ELA decreased.

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

Based off of our data, our greatest need for improvement is in supporting our struggling subgroups of students, including ESE, ELL, and Lowest 25% of students, in demonstrating proficiency.

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

Contributing factors related to these areas are newer staff in 3rd-5th Grade, as well as attendance, mobility, English language proficiency, and parents' ability to support at home. In order to address these needs, the school team will build staff capacity through enhanced common planning, comprehensive professional development on the B.E.S.T. standards, and ongoing progress monitoring and collaborative data-based decision-making. The school team will continue to strengthen practices and procedures for MTSS and interventions and support the establishment of a positive school culture and climate for students and staff.

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

Overall, Bay Lake showed the most improvement in Learning Gains in Math, both for the overall student population as well as the Lowest 25%.

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

The school-team worked to build capacity in MTSS and utilized the Math intervention block to provide targeted interventions. Struggling students were provided with Tier 2 or Tier 3 interventions as needed to deepen their understanding of foundational Math skills and narrow achievement gaps.

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

In order to accelerate learning, we will need to focus on using ongoing progress monitoring to drive intensive, targeted instruction both during small group and intervention instruction. Additionally,

interventionists will be providing layers of support to students who are not making adequate progress in Reading and Math. The school team will continue to enhance collaboration between the ESE team and ESOL department to implement highly effective strategies that benefit those subgroups 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.

Our professional development this year will focus on helping teachers develop an understanding of the new B.E.S.T. standards and learning expectations, use progress monitoring data to develop effective, student-centered instruction, and implement effective ESE and ESOL accommodations to enhance student learning. The school team will also continue to learn strategies for establishing a positive school culture and climate.

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

This year, we will focus on implementing improved data-analysis systems to help teachers interpret data, identify trends, plan for standards-aligned instruction, and monitor progress.

Areas of Focus

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

:

#1. 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.

By deepening our understanding of the new B.E.S.T standards and strengthening instructional practices for differentiated instruction and interventions, the school team will be able to increase proficiency in ELA and Math, with a focus on narrowing gaps for ELL and ESE students.

Through this area of focus, teachers will use multiple sources of data, including FAST Progress Monitoring data, to match the intensity of instruction to the intensity of the student’s learning needs.

Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills critical to academic success. Teachers group students based on common learning needs, establish clearly defined learning goals, and use systematic and explicit research-based instruction. They frequently monitor students’ progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

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

Proficiency for Students With Disabilities will increase from 5% (2022) to 45% in ELA and from 15% (2022) to 45% in Math. Proficiency for English Language Learners will increase from 60% (2022) to 70% in ELA and from 72% (2022) to 82% in Math.

Standards based unit assessments will be administered at the end of each ELA and Math unit. SBUA data will be analyzed in PLCs and next steps for small group instruction will be determined in order to close gaps in proficiency.

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

Interventions for Tier 2, Tier 3, and ESE students will be provided through the ELA and Math intervention blocks. Additional intervention instruction will be provided to the Lowest 25% of students in the PAWS Intervention Lab. ELL students with significant learning gaps will also receive targeted instruction during the ELA and Math intervention blocks to increase English Language Acquisition and learn foundational skills. Interventions will be monitored weekly or bi-weekly using assessments from research-based instructional materials and programs.

FAST Progress Monitoring assessments will be given three times per year. Data from the beginning-of-year and middle-of-year assessments will be compared and analyzed in data meetings to determine next steps for instruction.

Person responsible for monitoring outcome:

Lakeitha Mincey (lakeitha.black@ocps.net)

Evidence-based Strategy: Describe the evidence-based

Differentiated instruction and MTSS Tier 2 and 3 interventions based on students’ needs in ELA and Math is the evidence- based strategy being implemented to effect change within the subgroups.

strategy 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.**

This strategy was chosen to better respond to the varying needs of students as they work towards proficiency. Multiple measures of data will be used to determine students for MTSS Tier 2 and Tier 3 interventions, small group intensive instruction, support facilitation instruction, bilingual paraprofessional support, and more.

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.

During monthly MTSS PLC meetings, school leadership will support grade level teams in implementing and refining the problem-solving MTSS process by engaging in progress monitoring, data analysis, lesson implementation reflection, and continual refinement of the MTSS process to benefit learning and growth for each student.

Person Responsible Heather Trick (93923@ocps.net)

The ESE teacher will participate in grade level collaborative common planning at least once a month in order to enhance targeted instruction for ESE students through support facilitation and small group specialized instruction. Ongoing progress monitoring, at least monthly, will inform instruction to help students develop proficiency with B.E.S.T standards and achievement of IEP goals.

Person Responsible Jameka Williams (jameka.williams@ocps.net)

Limited and Non-English speaking ELL students with less than two years in the U.S. will be provided with small group instruction through the FALLS Imagine Learning lab and push-in supports. ESOL paraprofessionals and program assistants will support teachers in providing targeted instruction using Imagine Learning lessons and progress monitoring, students' ACCESS/WIDA Assessment "Can Do" descriptors, and knowledge of the B.E.S.T standards and curriculum, with a focus on vocabulary development.

Person Responsible Margaret Johnston (margaret.johnston@ocps.net)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

By deepening our understanding of Professional Learning Communities, with a focus on data-driven decision-making, enhancement of high-quality instruction, and common planning, the school team will be able to deepen their understanding of the new B.E.S.T. standards and increase overall proficiency in ELA and Math.

Through this area of focus, teachers will use multiple sources of data, including FAST Progress Monitoring data, to match the intensity of instruction to the intensity of the student’s learning needs.

Intensive instruction involves working with students with similar needs on a small number of high-priority, clearly defined skills critical to academic success. Teachers group students based on common learning needs, establish clearly defined learning goals and use systematic and explicit research-based instruction. They frequently monitor students’ progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

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

Proficiency will increase from 71% (2022) to 81% in ELA, from 77% (2022) to 87% in Math, and from 72% to 82% in Science.

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

Classroom walkthroughs and observations will be conducted regularly to monitor implementation of collaborative planning and to inform continual coaching and professional development. High quality instruction will be monitored through district and school common formative assessments, including Standards-Based Unit Assessments.

Person responsible for monitoring outcome:

Lakeitha Mincey (lakeitha.black@ocps.net)

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

This year the school team will focus on enhancing high quality instruction and data analysis through PLC common planning. Through common planning, the school team will build relationships, maximize planning time, and strengthen standards-based instruction.

Rationale for Evidence-based Strategy:

This strategy was chosen to deepen the school team's understanding of the B.E.S.T. standards and planning for high-impact instructional strategies based on informed,

Explain the rationale for selecting this specific strategy.

data-based decisions in order to increase proficiency in all academic areas for all students.

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.

Through distributive leadership, teacher leaders will attend IMPACT Professional Development and bring back content-specific knowledge to increase the capacity of the school team. IMPACT Professional Development will focus on digging deeper into upcoming academic content, learning about district-provided resources, developing best practices, and identifying strategies for maximizing common planning time.

Person Responsible Ashley Phillips (ashley.phillips@ocps.net)

Teacher leaders will serve on the B.E.S.T. Math Problem Solvers team to ensure that all teachers are prepared to fully implement the B.E.S.T. Mathematics Standards with fidelity and effectively utilize all provided resources. The Problem Solvers team will deepen the school team's knowledge and application of the mathematics thinking and reasoning standards, fluency progression, district-provided CRM resources, and Savvas/Envision curriculum.

Person Responsible Ashley Phillips (ashley.phillips@ocps.net)

Grade level PLCs will meet regularly to engage in Common Planning 2.0 and monthly data analysis with school leadership. PLCs will utilize common planning time to analyze data using a variety of sources, such as diagnostic data, standards-based unit assessments, and formative data, to examine student understanding and plan for instruction, focusing on "how" teachers will meet the needs of students.

Person Responsible Lakeitha Mincey (lakeitha.black@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.

Bay Lake staff engages in ongoing school-based and district-wide professional development focused on building a positive school culture and environment through student-centered learning, character development, the development of interpersonal and intrapersonal skills, and the connection between cognitive and conative strategies to support student success. The Bay Lake team strategically utilizes staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement to benefit student growth and learning.

At Bay Lake, we use the house system to further support a positive school culture. The house system encourages students to develop pride, build character, and work to earn points for their house team. Our staff members and students will be sorted into one of four houses at the beginning of the school year. As a school team, students and staff will wear their house gear on spirit days and celebrate accomplishments together throughout the year. Houses will be awarded points for demonstrating school behavior expectations (Respect, Ownership, Attitude, Responsibility, Safety), as well as their house's specific character traits and school-wide character traits of the month.

Bay Lake Elementary also works with community members to plan events and initiatives that encourage high rates of participation and enhance a sense of positive culture throughout the larger school community. Each year our school sets a standard of at least 80% of parent involvement. To achieve this goal, we encourage parent participation and volunteering at a variety of in-person and virtual events, including Open House, Multicultural Night, PTO Spirit Nights, and more.

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

Bay Lake's core team of teachers and administrators, which includes our mental health designee, attend district-wide professional learning throughout the year. Through distributive leadership, core teams work with the broader school team to implement personalized professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps.

The Instructional Leadership Team assists teachers in implementing student-centered instructional strategies and positive behavior support structures to support student success. Collaborative learning structures help students practice interpersonal skills as they build relationships, engage in problem-solving, deepen their learning, and strengthen communication skills. Collaborative learning provides a safe environment for students to share their learning, take risks, and support their peers as they develop proficiency together.

All staff implement positive behavior strategies with students and celebrate positive behaviors with students' families. Along with academics, students are provided with explicit instruction on character development and other life skills through weekly Health lessons, regular class meetings, and a positive approach to problem solving through restorative practices. Staff include parents in school activities and communicate about their child's successes.

Students' families help to promote a positive school culture by volunteering and participating in events including Meet the Teacher, Open House, and other extracurricular school events. Families use the Parent Portal and Skyward Family Access to stay actively involved in their child's learning and strengthen the home-school connection. The school provides targeted activities to parents for whom English is a second language, in order to increase their involvement in school activities and committees, such as PTO, Parent Leadership Council, and SAC. In addition, the school team continues to enhance communication with students' families, especially those new to the country, in order to help them learn about our school and get involved in our many programs and activities. This includes using the website, school Facebook page, PTO Facebook page, and ConnectEd message to connect to our parents in a way that allows for communication in various languages, supports our mission and vision, and increases parent involvement.