Lakemont Elementary

2022-23 Schoolwide Improvement Plan

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Lakemont Elementary

901 N LAKEMONT AVE, Winter Park, FL 32792

https://lakemontes.ocps.net/

Demographics

Principal: Karl Fox

Start Date for this Principal: 4/24/2018

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)	75%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (63%) 2017-18: A (64%)
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	TSI
* 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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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 KG-5	No	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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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
Fox, Karl	Principal	-Provide a common vision for the use of data based decision-making, collaborative lesson planning and effective instructional practices and intervention -Manage school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the areas of focus for school improvement -Oversee high quality, ongoing professional development to ensure teacher growth and student achievement to include the implementation of year three of Social and Emotional Learning and Leadership; emphasis on the use of distributive leadership with social and emotional learning strategies and resources to strengthen team dynamics and collaboration in order to build academic expertise -Provide teachers with the resources, professional development, and support needed to provide students with grade level work in order to accelerate learning that is aligned to the Florida B.E.S.T standards -Maintain communication with all stakeholder groups -Assist in data analysis to identify trends and challenges and to adjust instruction based on findings -Monitor the fidelity of Fundamental Basic Skills; ie. differentiated interventions -Support the growth of teacher leaders by providing leadership opportunities
Thompson, Emily	Instructional Coach	-Provide professional development to teachers and staff regarding data management and its use to drive instruction -Collaborate with staff to ensure student needs are met and SIP areas of focus are addressed -Provide professional development on Florida B.E.S.T Standards for ELA -Provides guidance with K-12 ELA Plan -Monitor common assessment data and make recommendations for modifying instruction through Professional Learning Communities -Provide professional development and technical assistance to teachers in regards to data-based instructional planning; Facilitate the Coaching Cycle as determined by teacher needs -Support the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP, as well as monitor the MTSS process to ensure students are receiving the appropriate interventions and support -Member of the Literacy Leadership Team
Hennessey, Lauren	Curriculum Resource Teacher	-Ensure implementation of intervention support and documentation -Monitor common assessment data assisting with data analysis and make recommendations for modifying instruction through Professional Learning Communities -Provide professional development and technical assistance to teachers in

Name	Position Title	Job Duties and Responsibilities
		regards to data-based instructional planning -Provide professional development on Culturally Responsive Standards-Based Teaching, as well as the MAO Initiative, Jump Start Acceleration -Support the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP -Collaborate with staff to ensure student needs are met based on areas of focus identified in the SIP -Provide professional development on the implementation of the Envision Math curriculum -Provide guidance with K-12 Math Plan -Facilitate Math Enrichment Program -Facilitate after school tutoring and STEM program
Stewart, Amanda	Assistant Principal	-Input Master Schedule into Skyward and update class and student rosters as needed -Provide professional development to teachers and staff regarding data management and use to drive instruction -Provide curriculum support through Professional Learning Communities in which leadership will work collaboratively with instructional coaches to facilitate common planning, disaggregate common assessment data to identify opportunities for support during small group instructions and interventions/enrichment -Ensure that the school based team is implementing MTSS and addressing areas of focus in the SIP -Ensure implementation of intervention support and documentation -Ensure adequate professional development to support MTSS implementation -Communicate with parents regarding school based MTSS plans and activities -Monitor discipline and provide alternate strategies for behavioral interventions -Assist in data analysis to identify trends and challenges and to adjust instruction based on findings -Monitor the fidelity of Fundamental Basic Skills; ie. differentiated interventions -Support the growth of teacher leaders through leadership opportunities
Hancock, Brooklyn	School Counselor	-Member of the School Threat Assessment Team and Mental Health Designee -Facilitate district expectations of the Social Emotional Learning Leadership Team -Provide guidance services for students to include small group and individual counseling -Implement lessons on Child Safety Matters, Character Education, and

Name	Position Title	Job Duties and Responsibilities
		Sanford Harmony -Serve as Mental Health Liaison for Lakemont Elementary
Erhardt, Luke	Staffing Specialist	-Facilitate and supports data collection activities -Monitor students with disabilities data as part of the ESSA and the identification as a school of Targeted Support and Improvement -Support the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP -Document interventions and provides follow-up to ensure student success -Collaborate with staff to ensure student needs are met based on areas of focus identified in the SIP -Ensure practices are in place for the best practices in inclusive education -Provide professional development to support ESE compliance -Facilitate IEP and 504 meetings
Bowers, Kenya	Instructional Media	-Member Literacy Leadership Team -Manage school social media accounts -Assist in planning grade level field trips that align with standards -Manage K-5 Literacy program -Manage Accelerated Reader program -Manage property and textbook inventory -Supervise the Battle of the Books -Supervise the WLOS morning news program -Monitor device checkout for 1:1 digital learning as well as other technology devices

Demographic Information

Principal start date
Tuesday 4/24/2018, Karl Fox

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.*
1

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.*
11

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
576

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	15	103	87	97	103	96	0	0	0	0	0	0	0	501
Attendance below 90 percent	3	26	18	26	16	19	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	3	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	18	15	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	10	25	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	8	10	17	0	0	0	0	0	0	0	35

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

Date this data was collected or last updated
Tuesday 6/28/2022

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	11	85	95	116	93	117	0	0	0	0	0	0	0	517
Attendance below 90 percent	5	21	24	17	16	19	0	0	0	0	0	0	0	102
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	5	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	11	20	18	0	0	0	0	0	0	0	49

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	0	0	6	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	0	0	
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	11	85	95	116	93	117	0	0	0	0	0	0	0	517
Attendance below 90 percent	5	21	24	17	16	19	0	0	0	0	0	0	0	102
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	5	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	11	20	18	0	0	0	0	0	0	0	49

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	0	0	6	0	0	0	0	0	0	0	6

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

Part II: Needs Assessment/Analysis

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)	TSI
OVERALL Federal Index – All Students	59
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	62
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	54
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	
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	48
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	58
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	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	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	53
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?

Lakemont demonstrated an increase in three of the seven components used to determine school grades for a total of a 40 point increase from 2021 to 2022. The components demonstrating an increase were ELA learning gains (+13%) and learning gains in the bottom 25% (+30%) as well as overall math proficiency (+3%). As a result of the 40 point increase, Lakemont increased the school grade from a C (52) to a B (58).

When analyzing the subgroup data in conjunction with the content areas, students in the following subgroups made gains in learning gains for ELA: SWD (+14%), ELL (+69%), Hispanic (+7%) and White (+22%). Since there was not comparative data for the ELA learning gains in the lowest 25%, all subgroups demonstrated increases. In Math, the following subgroups demonstrated gains in proficiency: African American (+8%), Hispanic (+6%) and White (+2%). Within the Math learning gains in the lowest 25%, the Hispanic subgroup demonstrated a 45% increase.

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

The 2021-2022 state assessments indicate that the greatest need for improvement is with the overall proficiency of the Students with Disabilities, as well as our English Language Learner in both ELA and Math. Currently, the overall proficiency for Students with Disabilities is 22% for ELA and 27% for Math. For English Language Learners, the overall proficiency is 31% for ELA and 34% for Math.

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

Due to the pandemic, many students including those within the Students with Disabilities and English Language Learners experienced learning loss. This learning loss contributed to these two subgroups beginning behind their peers and needing support.

In the restructuring of the Multi-Tiered Systems of Support, we were able to increase the learning gains in ELA for the Students with Disabilities from 33% to 47%. For the students in the English Language Learner subgroup, we able to increase the learning gains in ELA from 0% to 69% and math from 0% to 64%. This restructuring included the school-wide implementation of SIPPS, walk to interventions for ELA, and support provided by the Tier I intervention teacher/tutors. As we continue to focus on the implementation of interventions, we will continue to implement SIPPS school-wide for ELA and walk to interventions. For Math, we are going to adjust to a walk to intervention model as well as implement the pilot program for Symphony Math.

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

The data components that showed the most progress based off progress monitoring and the 2022 state assessments were both our learning gains and learning gains for the lowest 25% in ELA. Learning gains increased in ELA from 2020-2021 (56%) to 2021-2022 (69%) by 13%. Learning gains in the lowest 25% increased in ELA from 2020-2021 (32%) to 2021-2022 (62%) by 30%.

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

There were multiple factors that contributed to the increase in both learning gains and learning gains for the lowest 25% in ELA. The first was the collaboration between the VE teacher and classroom teachers. By working together, they were able to identify gaps within the six components of reading and then create a plan in which VE teacher could remediate and reinforce those skills during her block of time. She implemented innovative lessons that engaged the learners while building self-confidence. The second was the identification of students for after school tutoring programs and targeted instruction through the Tier I intervention teacher/tutors. Students were specifically chosen that were in the bottom quartile in order to close the learning gaps intensified by the pandemic. Lastly, students were closely monitored through the MTSS process to ensure the appropriate intervention was being provided. Lakemont initiated SIPPS school-wide and then monitored the effectiveness of the intervention. Teachers would then meet for MTSS follow-up meetings where data was analyzed and when needed and instructional/intervention change was implemented to ensure the appropriate intervention as well as materials were implemented.

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

In order to accelerate learning this year, teachers will need support in implementation of the Florida's BEST standards in grades 3-5 with ELA and Math. In addition, they will need support in the implementation of the adopted curriculum materials purchased to provide instruction aligned to the Florida's BEST standards.

As the majority of teachers have attended the Kagan Collaborative Learning professional development, an instructional focus will be placed on the processing and monitoring of content. Last year, instructional staff were provided an initial professional development by the math department of Curriculum and Learning on small group centers and differentiated instruction. Knowing that an area of growth is math proficiency, a system will be created to monitor the instruction that is provided during this small group time.

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.

As we enter the 2022-2023 school year, our focus will be directly connected to students achievement. Professional development will be ongoing throughout the school year with a focus on the following areas:
- Culture and Climate
- Continued MTSS Implementation
- Data Driven Decisions for Students
- Professional Learning Communities
- Coaching Cycles based on walkthrough data
- B.E.S.T standards grades K-5 (ELA and Math)
- Small group instruction with an emphasis on processing and monitoring

These trainings will be implemented, modeled and embedded in the daily routines that impact students and support teachers.

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

In order to ensure sustainability of improvement, continued time for collaboration will be available for the ESE and VE teachers to collaborate with the general education teachers. This is not only important for the ESE students in general education, but also for those students identified for inclusion trials and a

pathway to the least restrictive environment of services. In addition, we will continue to implement SIPPS school-wide and walk to 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. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is to accelerate student performance by increasing the overall proficiency for ESSA subgroup, Students with Disabilities. The targeted goal is to increase the overall proficiency on future assessments of the Students with Disabilities as identified by ESSA. Students with disabilities have underperformed the other subgroups for the last two years as identified by ESSA, therefore resulting in identification as a Targeted Support and Improvement school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall student proficiency for Students with Disabilities from 22% to 41% as outlined in the Every Student Success Act
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The ESSA subgroup, Students with Disabilities, will be monitored through monthly MTSS data discussions to ensure small group instruction is specifically targeted to meet the individual needs of these students. Students in are most fragile groups will work with a designated staff member during FBS/intervention time. In addition, a Tier I support facilitation teacher will be assigned to the primary grades as well as to the intermediate grades for ELA and Math. This person will support core instruction. Lesson plans will be monitored for small group instruction and students' progress towards individual data goals.
Person responsible for monitoring outcome:	Karl Fox (karl.fox@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Build our culture of collaboration between professionals (ESE and non-ESE) to increase student success through data-based Professional Learning Communities, common planning, and input in the MTSS process. As a result of this process, both general education and ESE teachers will provide intensive remediation and support in ELA and Math.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Collaboration with general education teachers, paraprofessionals and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' academic success across all school environments and instructional settings. Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities and resources to

	maximize student learning.
strategy. **Describe the resources/ criteria used for selecting this strategy.**	Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly.

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. Collaboration between ESE and non-ESE teachers to support student learning through standards-based instruction in ELA and Math.

Person Responsible	Amanda Stewart (amanda.stewart@ocps.net)

2. Monthly data meetings with administration to monitor the implementation of Florida's BEST Standards. Trend data will allow students to be identified for Tier II interventions as part of the initial MTSS process. Interventions are then implemented in both small group and FBS. Data is collected and monitored for the effectiveness of the intervention.

Person Responsible	Emily Thompson (emily.thompson@ocps.net)

3. Common planning and data-driven PLCs that allow teachers to collaborate and identify trends to adjust instruction/interventions.

Person Responsible	Emily Thompson (emily.thompson@ocps.net)

4. Students properly identified and monitored through the MTSS process. As data is collected on the Tier II students, interventions are monitored for their effectiveness. If the intervention is deemed ineffective, a change of instruction/intervention will be identified and implemented. This information will be processed through the MTSS Coach, who will then monitor for possible Tier III interventions.

Person Responsible	Emily Thompson (emily.thompson@ocps.net)

5. Students identified for afterschool tutoring opportunities to allow for the front-loading of information for upcoming standards and content.

Person Responsible	Karl Fox (karl.fox@ocps.net)

6. Create a school climate where there is a commitment to inclusion, where students feel a willingness to get involved, an excitement to contribute, and a sense of self and others.

Person Responsible	Karl Fox (karl.fox@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The area of focus is to accelerate student performance by increasing teacher efficacy in the delivery of standards-based instruction aligned to the Florida's BEST standards. In reviewing the current data from 2021-2022 FSA assessments, students within the Students with Disabilities and English Language Learners are performing at 22% proficiency and 31% proficiency in ELA and 27% proficiency and 34% proficiency in Math respectively.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of implementation of Florida's BEST standards in both ELA and Math, students will demonstrate at least a 50% proficiency on statewide assessments in ELA and Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Knowledge and efficacy of the Florida's BEST standards will be monitored through weekly Professional Learning Communities to ensure planning whole group and small group is aligned to the K-12 Reading plan. In addition, small group instruction will be monitored through both informal and formal observations, as well as walkthrough trend data.
Person responsible for monitoring outcome:	Karl Fox (karl.fox@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaboration between instructional staff is necessary to create a culture and climate of ongoing professional learning to strengthen team dynamics and build teacher capacity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To create a culture and climate of professional learning, it is critical to identify the needs of the school as well as the various knowledge of the Florida's BEST standards as it relates to content areas. Through a distributive leadership model, our school will strengthen teacher efficacy and the team dynamics to collectively support organizational academic improvement.

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 common planning time for teams to collaborate and review resources available to them from various platforms to collectively plan standards-based lessons.

Person Responsible Karl Fox (karl.fox@ocps.net)

Conduct classroom walkthroughs, informal and formal observations with one area of focus being the implementation of standards-based instruction aligned to the Florida BEST standards.

Person Responsible   Karl Fox (karl.fox@ocps.net)

Review small group lessons plans and provide feedback regarding differentiated instruction.

Person Responsible   Karl Fox (karl.fox@ocps.net)

Analyze formative assessment data and provide opportunities for remediation for students not achieving proficiency.

Person Responsible   Amanda Stewart (amanda.stewart@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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

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?

N/A

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?

N/A

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

N/A

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.

During the 2022-2023 school year, Lakemont will continue to maintain an active line of communication with all stakeholders to create an optimal learning environment for all students. The school website has vital links to information such as the School Improvement Plan, School Report Card, upcoming events, school information, parent and student information, as well as OCPS curriculum. Lakemont provides families with an electronic copy of a monthly calendar of events which also includes a school created newsletter as well as a principal's message, updated event information, recognition of students' of the week and information regarding our business partners. Teachers communicate with families through a variety of means to include student planners, email, phone, in person and Class Dojo. Class Dojo is the teachers' preferred choice of sharing information regarding class activities, student behavior, and school events. Lakemont uses the school marquee to highlight school and district messages. The news crew uses the school newsroom to

highlight the positive activities that are happening on the campus and throughout the community, as well as provide daily updates of activities on campus.

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

School staff were provided the opportunity this summer to create an individualized professional learning plan in conjunction with professional learning opportunities available throughout the district. In addition, classroom teachers were provided five six hour days to voluntarily plan collaboratively. Agendas and evidence were uploaded to the staff Google drive folder for documentation.

The Parent Teacher Organization in conjunction with the Lakemont staff hold multiple events throughout the year to promote the partnership between the school and community. These events include curriculum nights such as Literacy and STEAM; an international night to promote and recognize the diversity within the school population; family events such as Morning with Mom and Donuts with Dad; and fundraisers such as Boosterthon and Carnival.

Several retired Lakemont teachers actively volunteer as Additions to work with struggling students in order to help close the achievement gap. Lakemont also partners with additional volunteers through the Read2Succeed program. Read2Succeed is a program that supports first and second graders on their reading journey. Reading volunteers are matched with first and/or second grade students at participating OCPS elementary schools to improve their vocabulary, reading fluency and reading comprehension.

The School Advisory Council works closely with the school principal to monitor the goals set for the in the school improvement plan. They meet monthly to discuss various topics to include budget, staff, student assessments, curriculum, data and progress towards school improvement goals.