

Orange County Public Schools

East Lake Elementary



2022-23 Schoolwide Improvement Plan

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East Lake Elementary

3971 N TANNER RD, Orlando, FL 32826

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

Demographics

Principal: Elizabeth Bounds

Start Date for this Principal: 4/27/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (59%) 2017-18: B (58%)
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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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	No	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

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

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 to 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
Bounds, Elizabeth	Principal	Provides a common vision for the use of data-based decision making, differentiated and rigorous instruction, monitors iObservation, partners master teachers with teachers in need of improvement, and ensures that the school based team is implementing MTSS and providing appropriate levels of intervention matched with quality instruction. Conduct data meetings, review data sources, and participate in tier 2 and 3 meetings.
Welch, Pamela	Instructional Coach	Provides support to teachers in progress monitoring of each classroom and student data. Meets weekly as a leadership PLC focusing on effective teaching strategies, coaching opportunities and reviews school-wide and individual student data. Works with teachers in the classroom and provides coaching and leads common planning for K-5. Support our lowest 30% of students in math to provide additional academic support. Supervises appropriate intervention materials and quality instruction occurs. Monitors data school-wide and participates in tier 2 and 3 meetings as a decision maker.
Adkins, Danielle	Staffing Specialist	Provides support to teachers when participating in MTSS, helps to organize and assist in Tier 3 paperwork and compliance, monitors the implementation of IEPs and 504 plans. Collaborates with teachers to ensure SWD and ELL are receiving differentiated rigorous instruction.
Seals, Jill	Behavior Specialist	Monitors the school-wide behavior program. Participates in the collection and analysis of behavior data, develop Tier 2 and Tier 3 behavioral interventions with support and monitoring. Develops, monitors and supports the implementation for Behavior Intervention Plans (BIP) and provide social skills groups as needed.
Lue Pann, Dawn	Instructional Media	Provides literary support in our media center by supplying and helping students choose the correct lexile level reading materials. Ensures our textbook, library book and technology inventory are in compliance. Supports reading intervention and acceleration through small groups.

Demographic Information

Principal start date

Wednesday 4/27/2022, Elizabeth Bounds

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.*

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.*

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

441

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

4

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

5

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	63	70	75	98	95	70	0	0	0	0	0	0	0	471
Attendance below 90 percent	1	2	3	1	7	4	0	0	0	0	0	0	0	18
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	3	1	6	0	0	0	0	0	0	0	0	11
Course failure in Math	0	1	3	1	6	0	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	4	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	4	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	15	17	18	24	23	17	0	0	0	0	0	0	0	114

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	3	1	7	4	0	0	0	0	0	0	0	18

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	3	2	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 12/6/2022

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	4	69	73	86	64	80	0	0	0	0	0	0	0	376
Attendance below 90 percent	1	17	15	14	7	17	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	3	13	0	0	0	0	0	0	0	20
Course failure in Math	0	0	0	5	3	11	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	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	5	2	16	0	0	0	0	0	0	0	23

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	1	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	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	4	69	73	86	64	80	0	0	0	0	0	0	0	376
Attendance below 90 percent	1	17	15	14	7	17	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	3	13	0	0	0	0	0	0	0	20
Course failure in Math	0	0	0	5	3	11	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	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	5	2	16	0	0	0	0	0	0	0	23

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	1	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	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	63%	56%	56%				65%	57%	57%
ELA Learning Gains	62%						63%	58%	58%
ELA Lowest 25th Percentile	47%						58%	52%	53%
Math Achievement	58%	46%	50%				71%	63%	63%
Math Learning Gains	55%						62%	61%	62%
Math Lowest 25th Percentile	40%						31%	48%	51%
Science Achievement	49%	61%	59%				65%	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	68%	55%	13%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	55%	57%	-2%	58%	-3%
Cohort Comparison		-68%				
05	2022					
	2019	68%	54%	14%	56%	12%
Cohort Comparison		-55%				

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	67%	62%	5%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	75%	63%	12%	64%	11%
Cohort Comparison		-67%				
05	2022					
	2019	69%	57%	12%	60%	9%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	54%	12%	53%	13%
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	39	38		39	25		18				
ELL	63	58		60	47		20				
BLK	68	83		64	84						
HSP	52	58	50	45	46	35	33				
WHT	74	58	33	70	57	33	70				
FRL	46	54	44	43	46	38	33				
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	20	20	23	40						
ELL	58			65							
BLK	58			54							
HSP	57	19		42	8		42				
WHT	62	48		58	41		64				
FRL	45	27	29	41	19	25	35				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	37	41	24	39	30	26				
ELL	53	59	40	72	68		60				
ASN	74	71		95	86						
BLK	52	61		61	65		50				
HSP	66	59	50	71	60	20	64				
WHT	66	67	63	70	57	32	65				
FRL	52	56	58	62	54	30	56				

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	50
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	29
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	75
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	44
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	56
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	41
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?

East Lake experienced positive growth in ELA and Math from the 2021-2022 school year. Overall, our school increased 80 total points. This growth brought our school from a 42% C to a 53% C. We are still closing the gap within our learning gains in both ELA (+29) and Math (+26). Science is an area of concern as we continue to have a decrease of 5 points since 2021.

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

Based on the 2021-2022 progress monitoring and state assessments our greatest need for improvement is within our Math proficiency and Science proficiency as these results are inconsistent over the past two years.

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

Some contributing factors that would cause this need for improvement in our students is that we are still closing the learning loss gap for students during the pandemic. Our learning gains in ELA show that we are closing that gap to proficiency, however support with the B.E.S.T. standards transition and MTSS supports will continue to support our improvement towards proficiency.

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

The data components that showed the most progress based on 2022 state assessments and progress monitoring were our learning gains within ELA and Math. ELA from 33% to 62% and Math 29% to 55%.

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

Our contributing factors to our improvement were using data tracking systems and focused intervention within our intervention time in both ELA and Math. Common planning with teachers to provide support

with effective tracking with common assessments as well as MTSS data tracking. As a result, students received specific interventions to meet their needs and strengthen their skills to fill the gaps from learning loss.

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

During the 2022-2023 school year students were scheduled with a teacher that will assist with their needs. An intervention block that will be consistent from grades 2-5 for the 2022-2023 school year will assist with proper grouping to accelerate student learning. Our tutoring plan will be based on the acceleration model.

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 focus for the 2022-2023 school year will be directly connected to student achievement and Social and Emotional Learning. Our professional development will be ongoing and focused on the use of digital resources, leading small group intervention and acceleration, instructional coaching and support through coaching cycles, continued MTSS implementation and common planning through Professional Learning Communities.

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

To ensure sustainable improvement we will continue to use the SIPPS curriculum during our intervention block. Also, additional positions provided through our tier 1 teachers will support and provide a greater emphasis on leading small group instruction. Instructional coaching will build capacity in our teachers and support their practice and implementation of the B.E.S.T. standards. Providing these systems will all for our teachers to improve instruction for years to come.

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 Social Emotional Learning

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.</p> <p>Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school culture for social and emotional learning, we will address the following school needs:</p> <ul style="list-style-type: none"> -In review of the discipline data and types of referrals issued, a focus on positive behavioral interventions and supports would help to incorporate a proactive approach to discipline. -Majority of our discipline referrals were level 1 and 61% of referrals were on the bus.
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>As a result of this intentional focus of a school-wide behavior support system; we plan to decrease the amount of referrals written schoolwide by 10%. This will allow for students to spend more time in class and on instruction.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>This will be monitored by referral data tracking quarterly by our PBIS school site team. Monitoring will also occur through compliance of our school wide goals and procedures during classroom and school walkthroughs.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Elizabeth Bounds (elizabeth.bounds@ocps.net)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide PBIS system, intentionally integrating aligned instructional strategies, and deliberate school school supports for families.</p>
<p>Rationale for Evidence-based Strategy:</p> <p>Explain the rationale for selecting this specific strategy. Describe the</p>	<p>Through the distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practice that will support the social, emotional, and academic development of every student.</p>

**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.

Implement a school-wide PBIS system. This will include ensuring that all staff receives training on the PBIS system from the school based PBIS team.

**Person
Responsible** Elizabeth Bounds (elizabeth.bounds@ocps.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and****Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

On the most recent Florida Standards Assessment (FSA), data indicated that 37% of students scored below a level 3 in English Language Arts (ELA); Our proficiency rate was at 63% for the 21-22 school year. Due to the transition from the Florida State Standards to B.E.S.T it is critical to focus on the instructional practices aligned with these new standards.

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

The 2023 ELA FAST PMA 3 will show an increase in ELA proficiency from 63% to 65%.

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

Growth will be monitored using the following:
 ELA B.E.S.T. PMA 1 & 2
 SIPPS Mastery Assessments
 District Standards-Based Unit Assessments
 District K-2 Foundational Unit Assessments (K-2)
 Heggerty Assessments (K-2)
 i-Ready Diagnostics
 Classroom Walkthroughs
 Fluid grouping for Tier 2 and Tier 3 intervention

Person responsible for monitoring outcome:

Elizabeth Bounds (elizabeth.bounds@ocps.net)

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

In order to build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week to discuss standards-based instruction of the B.E.S.T, implementation of instruction for B.E.S.T, and data analysis of common assessments. The instructional coach will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students that are in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students.

implemented for this Area of Focus.

Teachers will be provided resources to support students and students will receive intervention daily. Teachers will monitor students using research-based resources and make data-driven decisions as needed. Coaches will work with teachers to incorporate differentiated small group instruction to meet the needs of the students.

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

The rationale for selecting these strategies is to provide teachers with effective support and strategies to make data-driven instructional decisions about student performance from common assessment results. Because of the implementation of B.E.S.T., it is important to have teachers engaged in the continuous improvement model. When teachers are intentional and analyze their instructional practices, they will present instruction with a focus on student achievement. Teachers will use data from common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards.

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.

Identify the Lowest 30% of students in ELA and create standards-based intervention groups based on identified areas of need and progress monitor regularly. Students identified in our Lowest 30% and in our ESSA subgroup (Students with Disabilities) will be invited to attend tutoring programs.

Person Responsible Elizabeth Bounds (elizabeth.bounds@ocps.net)

Strengthen our common planning process aligned to B.E.S.T. by using the district-created Curriculum Resource Materials to guide the agenda and discussions, including foundational planning for K-2.

Person Responsible Pamela Welch (pamela.welch@ocps.net)

Use B.E.S.T. PMA 1 & 2, Standards-Based Unit Assessment (SBUA) Data, and Foundational Assessment Data to plan small group instruction and differentiation opportunities.

Person Responsible Pamela Welch (pamela.welch@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible Elizabeth Bounds (elizabeth.bounds@ocps.net)

Provide opportunities for research-based B.E.S.T. PD to teachers on how to support students with a focus on differentiation and provide teachers with additional resources to support our ESSA subgroup (Students with Disabilities)

Person Responsible Pamela Welch (pamela.welch@ocps.net)

#3. Instructional Practice specifically relating to Math**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

On the most recent Florida Standards Assessment (FSA), data indicated that 42% of students scored below a level 3 in Math; Our proficiency rate was at 58% for the 21-22 school year. Due to the transition from the Florida State Standards to B.E.S.T it is critical to focus on the instructional practices aligned with these new standards.

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

The 2023 Math B.E.S.T. PMA 3 will show an increase in Math proficiency from 58% to 62%.

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

Growth will be monitored using the following:
Math B.E.S.T. PMA 1 & 2
District Standards-Based Unit Assessments
i-Ready Diagnostics
Classroom Walkthroughs
Fluid grouping for Tier 2 and Tier 3 intervention

Person**responsible****for****monitoring****outcome:**

[no one identified]

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

In order to build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week to discuss standards-based instruction of the B.E.S.T, implementation of instruction for B.E.S.T, and data analysis of common assessments. The instructional coach will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students that are in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students.

implemented for this Area of Focus.

Teachers will be provided resources to support students and students will receive intervention daily. Teachers will monitor students using research-based resources and make data-driven decisions as needed. Coaches will work with teachers to incorporate differentiated small group instruction to meet the needs of the students.

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

The rationale for selecting these strategies is to provide teachers with effective support and strategies to make data-driven instructional decisions about student performance from common assessment results. Because of the implementation of B.E.S.T., it is important to have teachers engaged in the continuous improvement model. When teachers are intentional and analyze their instructional practices, they will present instruction with a focus on student achievement. Teachers will use data from common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards.

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.

Identify the Lowest 30% of students in ELA Math and monitor regularly. Students identified in ur Lowest 30% and in our ESSA subgroup (Students with Disabilities) will be invited to attend tutoring programs.

Person Responsible [no one identified]

Strengthen our common planning process aligned to B.E.S.T. by using the district-created Curriculum Resource Materials to guide the agenda and discussions, including foundational planning for K-2.

Person Responsible [no one identified]

Use B.E.S.T. PMA 1 & 2, Standards-Based Unit Assessment (SBUA) Data, and Formative Assessment Data to plan small group instruction and differentiation opportunities.

Person Responsible [no one identified]

Classroom walkthroughs are conducted regularly and Math feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible [no one identified]

Provide opportunities for research-based B.E.S.T. PD to teachers on how to support students with a focus on differentiation and provide teachers with additional resources to support our ESSA subgroup (Students with Disabilities)

Person Responsible [no one identified]

RAISE

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

Area of Focus Description and Rationale

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

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

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

Diagnostic data for Kindergarten, 1st, and 2nd Grade indicate 72% of our students showed on or above grade level proficiency in the End of Year iReady Diagnostic. Our area of focus as it relates to tier I instruction will be to maintain and support our current level of proficiency while connecting best practices within monitoring our common assessment data through our transition in B.E.S.T. standards.

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

2021-2022 FSA shows East Lake Elementary had an overall proficiency percentage of 63 in Reading, this was an increase of 5 percentage points from the 2018-2019 school year. When broken down by grade level 3rd Grade proficiency was 74%, 4th Grade proficiency was 70%, and 5th Grade Proficiency was 45%.

The 5th Grade student's data component showed the lowest performance and did not meet the 50% threshold. Diagnostic, MTSS, and formative data indicate weak foundational reading skills and knowledge in 2 specific areas: phonics and vocabulary.

Based on the data from 2021/2022 school year our Area of Focus specifically relating to Reading/ELA

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)

Progress Monitoring results will yield 72% or higher proficiency in ELA.

Grades 3-5: Measureable Outcome(s)

Progress Monitoring results will yield 65% or higher proficiency in ELA.

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.

Growth will be monitored using the following:
 ELA B.E.S.T. PMA 1 & 2
 SIPPS Mastery Assessments
 District Standards-Based Unit Assessments
 District K-2 Foundational Unit Assessments (K-2)
 Heggerty Assessments (K-2)
 i-Ready Diagnostics
 Classroom Walkthroughs
 Fluid grouping for Tier 2 and Tier 3 intervention

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bounds, Elizabeth, elizabeth.bounds@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. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

SIPPS
Heggerty
Reading A-Z
iReady
FCRR

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?

After recognizing a need for intervention in the area(s) of phonics, and word analysis, the Reading A-Z Phonics Resources, include lessons, decodable texts, flashcards, and learning centers. The Reading A-Z High-Frequency Words and Fluency Resources provide word books, practice passages, flashcards, and learning centers to enhance students' ability to read high-frequency words, decodable or not, with automaticity and prosody.

The Reading A-Z Foundational Skills Curriculum provides a suggested week-by-week progression for the teaching of foundational skills which includes Phonological Awareness, Phonics, and High-Frequency Words. Additional phonics, word analysis, and fluency resources are provided below.

SIPPS and Heggerty provide lessons to support the foundational knowledge of early readers. Each elementary school was provided with both Heggerty books and SIPPS kits. SIPPS Kits are provided at the beginning, extension, and challenge levels.

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
In order to build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week to discuss standards-based instruction of the B.E.S.T, implementation of instruction for B.E.S.T, and data analysis of common assessments. The instructional coach will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students that are in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students. Teachers will be provided resources to support students and students will receive intervention daily. Teachers will monitor students using research-based resources and make data-driven decisions as needed. Coaches will work with teachers to incorporate differentiated small group instruction to meet the needs of the students.	Bounds, Elizabeth, elizabeth.bounds@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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing 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. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

In addition our school will be implementing Positive Behavioral Intervention Strategies (PBIS) for the 2021-22 school year. Camelot has created a schoolwide PBIS policy as well as classroom PBIS strategies. This will be supported with the House system which will have all students sorted into houses for the 2021-22 school year to support these PBIS practices.

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

Administration- All of leadership team will be integral in the implementation process of the PBIS processes. They will be responsible for promotion of the new system, ordering of the materials and shirts needed and ensuring the follow through occurs schoolwide.

PBIS Committee Members-these individuals are representative of the entire staff with grade level teachers, classified employees and the leadership team who are creating the schoolwide focus statement and goals for our PBIS Implementation. They will lead schoolwide trainings and create materials for school use.

Guidance Counselor- Will meet with individual students, lead classroom social skills lessons and character trait lessons as well as small groups. She will also be responsible for leading the anti-bullying campaign for our school. Additionally, the guidance counselor and Media Specialist will

serve as our Partner's in Ed Coordinator to foster positive relationships among our school and community.