Lake Pointe Academy

leadership
analysis
Florida
mission
college and career
students
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
success
vision
learning
areas of focus
instruction
growth
needs assessment
strategic planning
collaboration
supportive environment
resources

2022-23 Schoolwide Improvement Plan

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Lake Pointe Academy

801 CAGAN VIEW RD, Clermont, FL 34714

[no web address on file]

Demographics

Principal: Andrea Steenken

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Lake County School Board.

SIP Authority

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

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

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

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

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

801 CAGAN VIEW RD, Clermont, FL 34714

[no web address on file]

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)
Combination School PK-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2021-22	2020-21
Grade	C	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Lake Pointe Academy ensures to empower, equip, and prepare students who will overcome obstacles, achieve academic excellence, and reach new heights in a diverse and ever-changing world.

Provide the school's vision statement.

Lake Pointe Academy is committed to the safety and success of all students through embracing a culture of collaboration, fostering strong family connections, and cultivating an inclusive community of learners. Students will actively engage in equitable, authentic and innovative learning experiences that prepare them with the skills needed to excel in a diverse and ever-changing world.

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
Steenken, Andrea	Principal	Mrs. Steenken oversees the school improvement planning process, curriculum and instruction, school safety and daily management of the campus.
Torres, Daniel	Assistant Principal	Mr. Torres works closely with our 6th-8th grade students and teachers. He is also the ELL administrator, school safety contact and oversees the facilities.
Alphonso, Shivone	Dean	Ms. Alphonso is the lead for PBIS and restorative practices on campus. She primarily works to improve student behavior.
Brooks, Stephanie	Instructional Coach	Ms. Brooks is our K-2 instructional coach. She works alongside classroom teachers to plan and implement standards based instruction in ELA and Math. She also coaches teachers with instructional best practices.
Self, Katherine	Instructional Coach	Ms. Self is our 3rd-8th grade Literacy Coach. She works closely with teachers to plan for standards based instruction and authentic learning experiences in ELA. She also oversees the reading endorsement program here on our campus.
Kane, Joseph	Math Coach	Mr. Kane is our 3rd-8th grade math coach. He works closely with teachers to plan and deliver standards based lessons in math. He also coaches teachers teachers to increase proficiency with instructional best practices.
Weiss, Natashia	Instructional Coach	Ms. Weiss helps oversee the MTSS process on campus. She analyzes data and facilitates problem solving team meetings. She also works with new teachers, is the school testing coordinator, textbook manager, and assists with Title 1.
Barr, Veda	Staffing Specialist	Ms. Barr is the ESE school specialist. She is the ESE contact on our campus, facilitates ESE meetings, maintains ESE records, delivers professional development, and assists with the placement of students.
Mcguire, Christopher	School Counselor	Mr. Mcguire is one of our guidance counselors. He holds attendance meetings, maintains 504 plans, facilitates case reviews, and does individual/ group counseling sessions.

Demographic Information

Principal start date
Thursday 7/1/2021, Andrea Steenken

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.*

2

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.*

18

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,050

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

2

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

12

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	52	80	112	84	108	110	106	124	127	0	0	0	0	903
Attendance below 90 percent	33	43	61	42	44	32	34	3	7	0	0	0	0	299
One or more suspensions	0	2	0	1	1	5	4	9	10	0	0	0	0	32
Course failure in ELA	0	1	4	4	3	0	5	7	5	0	0	0	0	29
Course failure in Math	0	0	1	1	1	0	4	2	4	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	41	32	44	39	39	0	0	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	46	48	53	42	36	0	0	0	0	225
Number of students with a substantial reading deficiency	0	3	15	21	41	32	44	39	39	0	0	0	0	234

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	9	10	10	45	40	62	40	38	0	0	0	0	254

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	6	0	0	0	0	1	0	0	0	0	7
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

Monday 7/11/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents 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	0	0	0	0	0	0	0	0	0	0	

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

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	43%	64%	55%					68%	61%
ELA Learning Gains	51%							63%	59%
ELA Lowest 25th Percentile	47%							56%	54%
Math Achievement	40%	44%	42%					70%	62%
Math Learning Gains	50%							65%	59%
Math Lowest 25th Percentile	52%							54%	52%
Science Achievement	28%	65%	54%					59%	56%
Social Studies Achievement	69%	66%	59%					83%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	13	37	42	11	37	45	18	40			
ELL	30	54	57	35	55	59	26	55			
ASN	67	70		58	90						
BLK	37	43	39	29	38	39	23	58			
HSP	40	51	55	39	52	53	23	66			
MUL	43	44		52	39						
WHT	53	56	43	47	52	67	50	81			
FRL	36	43	44	35	44	48	20	61			
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
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

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	50
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	71
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	45
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	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	45
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?

Our ESE and African American Subgroups performed lower than all other subgroups in both ELA and Math.

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

Two data components that demonstrate the greatest need of improvement are ELA and math proficiency. 43% of our students showed proficiency on the state assessment in ELA and 40% were proficient in 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?

Students demonstrated larger gaps in ELA and Math this year based on our baseline data. We did see gains over 50% in both ELA and Math learning gains, which shows that the gaps are beginning to close. This year, we will focus on the vertical progression to continue closing gaps since we are fully implementing the new B.E.S.T standards.

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

Lake Pointe Academy was a new school for the 21-22 school year. We have no previous data to analyze to determine which areas made the most improvement from one year to the next.

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

N/A

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

Instructional staff will implement an acceleration block four days a week. They will be using common formative assessments to determine student learning needs, intervention, and enrichment opportunities.

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.

Teachers will be provided professional development in the B.E.S.T standards for ELA and Math. They will also receive professional development around the four PLC questions and support with embedding them into the planning process throughout the year. Teachers are getting new math curriculum, which will come with training from the company and our math coach will support implementation throughout the year.

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

We are embracing the Professional Learning Communities framework and the four guiding questions. This has set the foundation for successful collaboration around the essential standards and formative assessments that will be followed and monitored this year and beyond. Data analysis and reflection is a part of the process that will ensure sustainability of improvement in the 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. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on i-Ready, APM and FSA data, ELA and math achievement are two of our most critical areas of focus academically. This area of focus was identified as a critical area of need because it shows the gaps we have in student learning across the grade levels.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By focusing on this area, we expect to see increase in state data from 43% to 50% proficiency in ELA and from 40% to 45% in math proficiency in the 22-23 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	F.A.S.T progress monitoring will be utilized to monitor progress towards goal of increasing proficiency in ELA from 43% to 50% and increasing math from 40% to 45%.
Person responsible for monitoring outcome:	Andrea Steenken (steenkena@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teams will work collaboratively to plan and deliver standards-based instruction using instructional best practices related to the Lake County Schools framework. ESE teacher and general education teacher will plan together using collaborative teaching models. To monitor this strategy F.A.S.T progress monitoring and i-Ready will be analyzed quarterly by grade level teams and administration.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we implement, monitor, and support collaborative planning focused on standards alignment and instructional best practices, then there will be an increase in proficiency for ELA and Math.

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.

Grade level and content area teachers will meet weekly to analyze the B.E.S.T standards in ELA and Math for the upcoming units of study. The literacy coach and math coach will facilitate and support teams in developing a common understanding of the B.E.S.T standards.

Person Responsible	Andrea Steenken (steenkena@lake.k12.fl.us)

Grade level and content area teachers will meet weekly to plan instruction using the framework for gradual release of responsibility as their guide. ESE teachers will be included in the planning to intentionally plan for collaborative teaching strategies. This will include setting the purpose for the lesson, teacher modeling, guided instruction, collaborative learning, and independent learning. These instructional practices will be

monitored through lesson plans and classroom observations. The literacy coach and math coach will support the planning process.

Person Responsible   Andrea Steenken (steenkena@lake.k12.fl.us)

The instructional coaches will provide additional in classroom support for teachers through modeling lessons, providing feedback, and implementing the coaching cycle based on need and student data. An increase in best instructional practices across the school will be monitored through classroom observations.

Person Responsible   Andrea Steenken (steenkena@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning Signs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Through being a collaborative professional learning community, we will foster a positive school environment and culture where we are collectively committed to the success of all students. If we work collaboratively and foster a positive school environment, we will ensure a high level of learning for all.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve.** **This should be a data based, objective outcome.**	By working collaboratively as a professional learning community we will foster a positive school environment where students with two or more behavior referrals will decrease and the percent of students missing 10% or more of school will decrease. Percent of students missing 10% of school or more will decrease from 33% to 20%. Percent of students receiving two or more referrals will decrease from 9% to 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor the behavior referrals and attendance concerns through analyzing our early warning signs as a problem solving team.
Person responsible for monitoring outcome:	Daniel Torres (torresd4@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers and staff will use the SEL curriculum from Harmony, community circles, and hold daily morning meetings that foster positive relationships among students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers and staff use the SEL curriculum, conduct community circles, and hold daily morning meetings students will learn to interact and build positive relationships with others. This will in turn decrease the behavior incidents and increase students attending school.

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.

Teachers will be trained to use the SEL curriculum "Harmony" on August 5th during pre-planning. Teachers will then incorporate the curriculum during morning meetings on a daily basis.

Person Responsible	Andrea Steenken (steenkena@lake.k12.fl.us)

The guiding coalition and problem solving teams will meet monthly to analyze data, discuss the culture and climate of our professional learning community, and collaboratively plan for school-wide next steps based on the data.

Person Responsible	Andrea Steenken (steenkena@lake.k12.fl.us)

Incorporate restorative practices across campus to promote respect, relationships, responsibility, repair, and reintegration. The PASS teacher, guidance counselors, and mental health liaison will implement restorative practices and trauma informed practices with students receiving multiple referrals and help decrease the number of students serving OSS.

Person Responsible   Andrea Steenken (steenkena@lake.k12.fl.us)

No description entered

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional staff will determine essential standards and use ongoing common formative assessments and progress monitoring data to inform intervention and acceleration that will increase learning gains for all students. If teachers determine essential standards and use ongoing common formative assessments and progress monitoring data to inform intervention and acceleration for all students, then students will increase their understanding of grade level content and make gains that will close achievement gaps.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By focusing on using common formative assessments and progress monitoring data to inform intervention and acceleration, we expect to see an increase in ELA and Math learning gains. ELA learning gains will increase from 51% to 55%. ELA learning gains (LQ) will increase from 47% to 52%. Math learning gains will increase from 50% to 54%. Math learning gains (LQ) will increase from 52% to 55%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The F.A.S.T progression monitoring tool, i-Ready, and common formative assessments will be utilized to monitor progress toward goal of increasing learning gains in ELA and Math.
Person responsible for monitoring outcome:	Andrea Steenken (steenkena@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative grade level and content are teams will analyze the B.E.S.T standards in order to determine essential standards in ELA and Math. They will then use common formative assessments based on the essential standards to inform intervention and acceleration groups, which will help increase learning gains. This will be evidenced during collaborative planning time and through classroom observations during the acceleration block.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers determine essential standards and use common formative assessments to determine who learned it and who needs additional support to inform intervention and acceleration, then they will be able to deliver effective and timely support to all students.

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.

Teacher teams, with the support of our literacy coach and math coach, will analyze the B.E.S.T standards in ELA and math. They will determine the essential standards that are necessary that all students must learn and be able to do. This will be monitored through collaborative planning and providing a list of the essential standards for each grade level.

Person Responsible	Andrea Steenken (steenkena@lake.k12.fl.us)

Teacher teams will develop and deliver common formative assessments aligned to the agreed upon essential standards to all students. These assessments and student work will then be analyzed by the team and used to determine intervention and acceleration opportunities. This will be monitored through collaborative planning time and completed common formative assessments.

Person Responsible	Andrea Steenken (steenkena@lake.k12.fl.us)

Grade level teams will have a thirty minute acceleration block, four times a week, to intervene and/or accelerate student learning of the agreed upon essential standards. Additional analysis and intervention will be given to our ESSA groups not showing adequate growth. This includes our ESE and black population. The literacy coach and math coach will work with students during this time as well. This will be monitored through the common formative assessments, the student list, and classroom observations during the acceleration block.

Person Responsible	Andrea Steenken (steenkena@lake.k12.fl.us)

#4. -- Select below -- specifically relating to

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

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

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

Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:
Describe the evidence-based 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.

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.

No action steps were entered for this area of focus

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

Students in kindergarten through second grade will receive systematic instruction in foundational skills through the program "Fundations."

Teachers will also analyze formative data weekly to determine intervention and/or enrichment opportunities for students based on these critical foundational skills to help foster reading in the primary grades.

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

Students in 3rd grade will also receive systematic instruction in foundational skills through the program "Fundations."

Students in 3rd-5th grade will analyze formative data based on the essential standards in order to determine intervention or enrichment based on essential standards in ELA.

Authentic literacy experiences will be embedded in all content areas based on the ELA expectation standards through B.E.S.T. This will increase opportunity for students to learn and apply reading strategies across content areas.

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)

Based on the end of year i-ready data, 66% of our Kindergarten-2nd grade students are proficient in reading. With 34% being below grade level based on this assessment, reading was identified as a critical area of focus.

Grades 3-5: Measureable Outcome(s)

Based on the 2022 FSA ELA data 38% of our 3rd-5th grade students were proficient on the 2022 ELA FSA. Through analyzing the data, ELA was identified as a critical area of focus.

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.

This area of focus will be monitored through analyzing the progress monitoring data, classroom observations, and participating in common planning.

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

Self, Katherine, selfk@lake.k12.fl.us

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

Fundations will be the evidenced based program to help strengthen the foundational skills in K-3. The curriculum is aligned to the B.E.S.T ELA standards and addresses the following skills:

Phonemic awareness
Phonics/ word study
High frequency word study
Reading fluency
Vocabulary
Comprehension strategies
Handwriting
Spelling

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?

If we strengthen the foundational skills in Kindergarten through 3rd grade, students will master the B.E.S.T standards for ELA at a faster pace and be proficient readers.

If we utilize formative assessments and progress monitoring data in Kindergarten through 5th grade to determine essential ELA standards not mastered, we will be able to target intervention and enrichment opportunities and close gaps in ELA.

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
Teachers will collaboratively plan and deliver instruction aligned to the B.E.S.T standards using the Fundations curriculum as the guide. The Literacy Coach will support and facilitate the planning process. She will also coach teachers as needed with using the program as an instructional guide.	Self, Katherine, selfk@lake.k12.fl.us
Teachers will analyze formative assessments and progress monitoring data to determine student learning. They will use this analysis to form groups across the grade level for intervention. Intervention groups will meet four times a week for 30 minutes.	Self, Katherine, selfk@lake.k12.fl.us
Professional Development will be delivered based on the essential ELA standards for each grade level and the guided release of responsibility aligned to the district instructional framework. This will be monitored through classroom walkthroughs, collaborative planning, and progress monitoring data.	Steenken, Andrea, steenkena@lake.k12.fl.us

Positive Culture & Environment

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

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

Lake Pointe Academy sends monthly newsletters to families that provide information about family engagement events, curriculum, and positive news about our school. We also communicate with a weekly call-out and through social media.

Families are invited to attend our SAC, PTSA, and other evening events (Orientation, Math Nights, STEAM Night, Literacy Night, Heritage Night..etc),

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

School administration collaborates with our SAC and PTSA to help promote a positive school culture and environment. Our PTSA holds monthly events that engage families and students of all ages. Our SAC helps with decision making for Title 1, School events, and the monitoring of the school improvement plan.