Sawgrass Bay Elementary School

2022-23 Schoolwide Improvement Plan

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Sawgrass Bay Elementary School

16325 SUPERIOR BLVD, Clermont, FL 34714

https://sbe.lake.k12.fl.us

Demographics

Principal: Andrea Nelson

Start Date for this Principal: 11/23/2020

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)	82%
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 (47%) 2018-19: C (52%) 2017-18: C (44%)
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.

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	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

School Board Approval

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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.

Sawgrass Bay Elementary promotes high levels of learning for ALL and strives for excellence as we cultivate the leaders of tomorrow

Motto: We are all learners. We are all leaders.

Provide the school's vision statement.

A data driven, goal oriented, collaborative learning community working interdependently to ensure all students develop into leaders and learners who excel both academically and socially and are empowered to take risks and reflect on results.

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
Nelson, Andrea	Principal	Oversee the school improvement planning process, curriculum and instruction, school safety and daily management of the campus. Collaborate closely with the guiding coalition and ensure we are displaying a common vision across campus to move student learning and teacher expertise forward.
McHenry, Samantha	Assistant Principal	Ms. McHenry works closely with VPK, Pre-K, kindergarten, first grade, second grade, third grade, music, PE, and our ESE self-contained units. She is also the, health coordinator, school safety chair, manages facilities and oversees systems within the ESE department.
Motyl, Manuela	Reading Coach	Ms. Motyl is the K-5 Literacy Coach. She works alongside teachers during the planning process, and coaches teachers to increase proficiency with instructional best practices.
Stratton, Kara	Curriculum Resource Teacher	Ms. Stratton helps oversee the MTSS process on campus. She analyzes the data and facilitates the Tier 2 and Tier 3 meetings. She also works closely with new teachers on campus, and is the school testing coordinator.
Lees, Christina	Math Coach	Ms. Lees is the K-5 Instructional Math Coach. She works alongside teachers during the planning process, and coaches teachers to increase proficiency with instructional best practices in math.
O'Connor, Hailey	School Counselor	Helps lead the guidance department in the following areas: attendance meetings, maintaining 504 accommodation plans, case reviews, in class guidance lessons, and individual/group counseling. Ms. O'Connor works closely with our students in Pre-K/VPK-2nd grade.
Block, Cheryl	Teacher, ESE	As the ESE school specialist, Ms. Block is the ESE contact on campus. She facilitates ESE meetings, maintains ESE records and IEPs, delivers professional development, models lessons, and assists with appropriate placement of students.
Larkin, John	Dean	As the dean, Mr. Larkin works closely with the Mental Health Liaison and the PASS teacher to decrease referrals and out of school suspensions across campus. He is also the restorative practices chair on campus.
Charnigo, Maria	School Counselor	Helps lead the guidance department in the following areas: attendance meetings, maintaining 504 accommodation plans, case reviews, in class guidance lessons, and individual/group counseling. Ms. Charnigo works closely with our students in grades 3-5

Demographic Information

Principal start date

Monday 11/23/2020, Andrea Nelson

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.*

3

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.*

15

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

697

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

16

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

15

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	102	109	115	128	120	137	0	0	0	0	0	0	0	711
Attendance below 90 percent	40	38	45	34	36	47	0	0	0	0	0	0	0	240
One or more suspensions	9	7	1	3	10	0	0	0	0	0	0	0	0	30
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 2022 statewide FSA ELA assessment	0	0	0	5	22	0	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	14	0	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	24	46	34	16	35	25	10	0	0	0	0	0	0	190

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	16	15	17	39	37	0	0	0	0	0	0	0	0	124

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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	148	135	167	187	197	0	0	0	0	0	0	0	834
Attendance below 90 percent	0	48	39	43	56	56	0	0	0	0	0	0	0	242
One or more suspensions	0	3	1	2	3	4	0	0	0	0	0	0	0	13
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	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	9	11	87	74	0	0	0	0	0	0	0	188

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	148	135	167	187	197	0	0	0	0	0	0	0	834
Attendance below 90 percent	0	48	39	43	56	56	0	0	0	0	0	0	0	242
One or more suspensions	0	3	1	2	3	4	0	0	0	0	0	0	0	13
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	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	9	11	87	74	0	0	0	0	0	0	0	188

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	50%	56%				55%	58%	57%
ELA Learning Gains	49%						62%	57%	58%
ELA Lowest 25th Percentile	51%						48%	49%	53%
Math Achievement	46%	46%	50%				50%	60%	63%
Math Learning Gains	51%						50%	56%	62%
Math Lowest 25th Percentile	42%						39%	39%	51%
Science Achievement	47%	52%	59%				57%	54%	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	44%	60%	-16%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		-44%				
05	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-53%				

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	45%	62%	-17%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	47%	61%	-14%	64%	-17%
Cohort Comparison		-45%				
05	2022					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	56%	-2%	53%	1%
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	15	35	36	24	32	24	14				
ELL	38	53	57	40	53	42	33				
BLK	31	48		34	50		45				
HSP	41	50	62	43	46	38	39				
MUL	44	18		38	50		40				
WHT	51	52	42	54	58	50	59				
FRL	36	46	50	40	49	34	34				

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	11	32	36	20	27	33	17				
ELL	42	59	54	37	59	71	33				
ASN	64			57							
BLK	35	64		38	40		31				
HSP	48	45	54	42	43	42	45				
MUL	52			50							
WHT	47	56		55	44		55				
FRL	39	47	55	36	30	22	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	21	45	38	17	31	30	17				
ELL	46	65	52	46	53	36	50				
ASN	60	50		67	50						
BLK	39	54	64	41	41		47				
HSP	51	64	49	44	50	41	49				
MUL	49	58		40	33		50				
WHT	69	64	38	62	57	37	74				
FRL	48	58	45	43	49	35	47				

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	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	397

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	48
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	42
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	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	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	52
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?

In looking at trends and taking a closer look at grade level data we saw a decrease in proficiency in 4th grade, which led to an overall drop in ELA Achievement. We made significant improvement in math LG. We also noted that our SWD subgroup showed gains in ELA achievement and LG, and math achievement and LG. Our ELL and hispanic subgroups did not make the growth we were hoping to see.

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

While we are making steady progress in regards to learning gains, our greatest need for improvement continues to be ELA and Math Achievement.

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

We are working towards ensuring alignment of tasks and resources to new state standards. Each grade level will continue to plan and collaborate as they identify and analyze essential standards then determine instructional strategies. As a school we will also come together 3 times per month to plan, which will provide grade levels the opportunity for vertical conversations and planning.

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

Math Learning Gains (40% to 51%) and Math Lowest 25th Percentile (38% to 42%) showed the most improvement this year.

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

As a school we were strategic in analyzing and using data to drive instruction during our 30 minute acceleration block. Student data was analyzed and students were provided intervention and enrichment specific to their individual needs.

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

We will continue to use data to drive the acceleration block as we plan not only for students who need additional support, but will also address the needs and next steps for students who have already mastered a specific skill or standard.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will be provided in the following areas:
-Identify and analyze essential standards
-Instructional Strategies - purpose (what, why, how), guided instruction, collaboration, independent practice, modeling
-Using common formative assessments to drive intervention - Systematic Interventions
-Wit and Wisdom
-Fundations
-Reveal Math Curriculum
-As a staff we will utilize Learning by Doing as a school-wide book study and resource

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

We will build capacity on our campus through professional development opportunities and utilizing the Learning by Doing book and the Professional Learning Community framework,

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 Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Through our PLC framework and the implementation of a core behavior program (Leader in Me and Sanford Harmony), we will foster a positive school community and culture where we are collectively committed to the success of all students. If we have high expectations and foster positive relationships, we will make Sawgrass Bay a place where people are collectively committed to the success of all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through consistent instruction of Sanford Harmony and daily practices of Leader in Me strategies such as the morning meeting we will expect to see an increase in student attendance and a decrease in the percentage of students receiving one or more referrals. Attendance Rate: 91% to 95% Percent of Students with Referrals: 17% to 12%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Early Warning Signs data specifically referrals, and attendance data.
Person responsible for monitoring outcome:	Samantha McHenry (mchenrys@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By building strong relationships among students and staff, students will thrive socially and academically within their school environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students will want to come to school to receive instruction and practice what they have learned through Sanford Harmony and Leader in Me.

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 and staff will use the Covey Habits through the Leader in Me framework in all classrooms and common areas that set expectations for positive student behaviors and relationships.
8/10/22 - 5/26/22
Daily
Evidence: learning walks, weekly data of teachers holding morning meetings.

Person Responsible   Samantha McHenry (mchenrys@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.
8/10/22 - 5/26/22
As needed
Evidence: Decreased referrals, documentation on Behavior Log when Restorative Practices Used.

Person Responsible   Samantha McHenry (mchenrys@lake.k12.fl.us)

Student leaders will be celebrated monthly for following the 7 Habits in a Leader of the Month Ceremony.
8/10/22-5/26/23
Monthly
Evidence: Monthly celebrations and Google Forms

Person Responsible   Samantha McHenry (mchenrys@lake.k12.fl.us)

Teachers will implement a core program to teach behavior, social and life skills through Sanford Harmony and LEAD Time (a block of time designated for the mentioned activities). Guidance has created a pacing quide for LEAD time.
8/10/22- 5/26/23
Bi Weekly
Evidence: decrease in discipline referrals, increase in attendance rate

Person Responsible   Samantha McHenry (mchenrys@lake.k12.fl.us)

School based counseling clerk will monitor weekly attendance. Guidance Counselors will develop a system for monitoring attendance and collaborate weekly on Friday and review the data and determine next steps. Teachers will contact families after three days and guidance will reach out after five.
Weekly
Evidence: student attendance rate will be 95%

Person Responsible   Samantha McHenry (mchenrys@lake.k12.fl.us)

#2. 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 the FSA ELA and Math results, instructional practice as it relates to standards-aligned instruction is one of our most critical areas of focus. This area of focus was assigned as a critical area of need because the data showed gaps in proficiency across grade levels in both ELA and Math. In addition, two of our ESSA subgroups (SWD and Multi-Racial) were below 41% proficiency. Teachers will intentionally plan for and engage students in standards-aligned instruction with a focus on setting a purpose that is aligned to the standard and focuses on student learning rather than the task or activity. We will specifically focus in on helping students understand not just why they are learning the particular standard, skill, or concept, but also ensuring they are able to articulate how they will know they have learned it. Collaborative teams will identify the essential standards throughout the year and come to a clear understanding of the standard's intention as a group or grade level before teaching and/or learning takes place.
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 an increase in ELA, Math, and Science proficiency. ELA proficiency will increase from 44% to 60% Math proficiency will increase from 46% to 55%. Science proficiency will increase from 57% to 60%. As a result of focusing on standards-aligned instruction, we also expect to see an increase in our ESSA subgroups of SWD and multiracial students. SWD proficiency will increase from 26% to 30% Multiracial Student Subgroup will increase from 38% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-progress monitoring through common formative assessments and i-ready data -classroom walkthroughs/learning walks -through conversations that occur during common planning
Person responsible for monitoring outcome:	Andrea Nelson (nelsona@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will continue work in professional learning communities with an intense focus on student learning, and results. The four PLC questions will guide the learning and work within the professional learning communities as teachers plan for standards based instruction through establishing the purpose, authentic literacy, and instructional best practices. This will be monitored through admin participation, classroom walkthroughs, and progress monitoring.

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.

If teachers work collaboratively with a focus on student learning, results, and instructional best practices, then they will ensure all students receive a guaranteed and viable curriculum in ELA and Math. Extensive research has been completed about how an effective professional learning community impacts student achievement. As part of the PLC process teachers will also incorporate a book study using Learning by Doing, learning walks, and the coaching cycle as needed.

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.

Professional development will continue to incorporate the book "Learning by Doing" to focus in on the following expectations for best practices:

-Collaboration and collective efficacy
-Implement a guaranteed, viable curriculum
-Monitor student learning through an ongoing assessment process that includes frequent, team developed common formative assessments
-Use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals and intervene or extend on behalf of students
-Writing teams will meet throughout the to analyze student data, revisit and revise grade level SMART goals as needed, and plan for instruction to continue to move student learning forward.

When: 8/10/2022-6/7/2023
Frequency: Embedded in common planning and writing teams throughout the school year
Evidence: Google Docs Form (4 PLC Questions), Presentation, Classroom walkthroughs

Person Responsible   Andrea Nelson (nelsona@lake.k12.fl.us)

The instructional coaches will implement the coaching cycle in order to focus on continuous improvement of instructional best practices as needed. As instructional leaders, we will utilize the book "Make it Happen: Coaching with the 4 Critical Questions of PLCs at Work" to learn together and provide feedback aligned to our focus area of the 4 questions.

When: 9/6/2022-6/7/2023
Frequency: We will meet weekly as a team and coaches will provide feedback and utilize the coaching cycle As needed
Evidence: Coaching logs, classroom walkthroughs, meeting agendas

Person Responsible   Andrea Nelson (nelsona@lake.k12.fl.us)

The leadership team will continue to focus on building team leader's capacity to facilitating common planning with a deeper focus on SMART Goals and using data to drive decision making. We will meet bi-weekly and utilize the book "Learning by Doing" as a guide to support.

When: 8/31/2022-6/7/2023
Frequency: Bi-Weekly
Evidence: Google Docs Form, Presentation, Classroom walkthroughs, norms, planning protocols, slide presentations.

Person Responsible   Andrea Nelson (nelsona@lake.k12.fl.us)

#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 use ongoing formative assessments and progress monitoring data to inform intervention and acceleration activities to increase learning gains for all students. All students will participate in a "walk to" intervention to best meet their instructional needs in both ELA and Math. If teachers use ongoing formative assessments and progress monitoring data to inform intervention and acceleration for all students, then students will receive timely feedback that will help move their understanding of the content forward.
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 an increase in ELA and Math Learning Gains. ELA Learning Gains will increase from 49% to 65%. ELA Learning Gains (LQ) will increase from 51% to 55%. Math Learning Gains will increase from 51% to 55%. Math Learning Gains (LQ) will increase from 42% to 45%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-common formative assessments -classroom walkthrough data
Person responsible for monitoring outcome:	Andrea Nelson (nelsona@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Analyzing and using ongoing formative assessment and progress monitoring data to inform interventions and acceleration for ELA and math will help increase learning gains. This will be evidenced when discussing "What we will do for students who did not get it, and what will we do for those who already know it" within our professional learning communities. The progress monitoring data from Performance Matters and the frequent formative assessments will be analyzed on an ongoing basis by coaches, admin, and teachers. This data will be used to group and re-group students accordingly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	If teachers use ongoing formative assessment and progress monitoring data to intervene or accelerate students then students will receive timely and effective intervention. To monitor this strategy, we will complete classroom walkthroughs during the acceleration block, participate in data analysis conversations with teachers and progress monitor students on the mastery of essential standards in both ELA and Math.

Describe the resources/ criteria used for selecting this strategy.

Teachers will utilize common formative assessment data to determine students' needs and form appropriate groups. Based on the data, the following intervention programs will be implemented with fidelity 4 times per week in 30 minute blocks to provide explicit instruction targeting foundational skills and comprehension as needed:

-i-Ready Tools for Instruction
-Leveled Literacy Intervention
-FCRR
-Collaborative Classrooms Book Clubs
-Fundations

Data will be analyzed bi-weekly or monthly depending on the standard or skills students are working on. Students will rotate groups as needed or indicated by the assessment data. Groups will target students with significant gaps, students close to proficiency, and also those who are on grade level or above.

When: 8/10/2022-6/7/2023
Frequency: Intervention Groups - 4 times per week, data conversations - bi-weekly/monthly
Evidence: lesson plans, intervention block grouping list and data

Person Responsible   Andrea Nelson (nelsona@lake.k12.fl.us)

The MTSS problem solving team will monitor and support tier 2 and tier 3 interventions specifically designed to increase proficiency of the lowest quartile. Teacher directed lessons and Fundations curriculum will be used to target gaps in foundational reading skills.

When: 8/10/2022-6/7/2023
Frequency: Monthly
Evidence: Progress monitoring data in performance matters, Problem solving team minutes

Person Responsible   Kara Stratton (strattonk@lake.k12.fl.us)

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

The 2022 end of the year i-Ready progress monitoring data for students in K-2 indicated that over 50% of students scored proficient in Reading:
Kinder: 83%
1st Grade: 55%
2nd Grade: 61%
We will continue to utilize Fundations as our systematic phonics and phonemic awareness program for instruction and provide small group or individual support to students who need additional instruction in foundational reading skills.

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

Based on the 2022 FSA ELA proficiency data and the end of the year i-Ready progress monitoring data, instructional practice specifically relating to ELA is a critical area of focus. This was identified as a critical area of focus because the 2022 data revealed that less than 50% of our students in grades 3-5 met reading proficiency. This area of focus will improve student learning and success by ensuring we are intentional in planning for and utilizing appropriate instructional strategies. In addition, we will use data to identify instructional needs, progress monitor frequently, provide timely supports/interventions to students and make adjustments to instruction as needed. Students will receive additional support in foundational reading skills as needed.

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)

In each grade level (K-3) at least 50% of the students were on track to pass the statewide ELA assessment as evidence by the 2021-2022 EOY i-Ready Assessment:
Kinder: 83%
1st Grade: 55%
2nd Grade: 61%
3rd Grade: 67%

Grades 3-5: Measureable Outcome(s)

By focusing on this area we expect to see the following increases in the percentage of students scoring a level 3 or higher on the 2023 FSA ELA Assessment:
3rd Grade 47% to 50%
4th Grade 40% to 47%
5th Grade 47% to 50%

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.

-The state progress monitoring along with i-Ready will be utilized to monitor progress towards the goal of increasing proficiency for all students. Students who have been identified as at-risk and in need of additional interventions will be monitored monthly through the i-Ready progress monitoring assessment. In addition, teachers will use ongoing common formative assessments to ensure students receive additional support and/or instruction and provide targeted interventions as needed.

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

Nelson, Andrea, nelsonan@osceola.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. 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?

-Teachers will plan reading instruction in the six components of reading and implement core ELA materials aligned to standards that incorporate the science of reading and integrate content-rich texts while students engage in authentic literacy through reading, writing, thinking, and talking.
-Teachers in each grade level will utilize common formative assessment data to appropriately group students to receive targeted and timely intervention for 30 additional minutes outside of the 120 minute ELA block, 4 times per week. Teachers will provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills. Intervention groups will be fluid, flexible, allowing students to rotate based on evidence of their learning.

-The following evidence-based programs will be utilized: i-Ready Tools for Instruction, Leveled Literacy Intervention, FCRR - Florida Center for Reading Research, and Fundations

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 teachers plan for and engage in instruction that incorporates the science of reading and integrates content-rich texts then we will ensure all students receive a high-quality instruction. In addition if we provide systematic, explicit, and interactive small group instruction based on students' needs as evidenced by data, we will ensure we close gaps and continue to move students towards proficiency.

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 engage in collaborative planning two sessions per week with the literacy coach and admin, as they plan for standards-aligned instruction and select appropriate strategies to deliver high-quality teaching for all students using the district adopted core curriculum, Wit and Wisdom, Geodes, and Fundations. Teachers will have conversation centered around the purpose and ensure students have a clear understanding of what they are learning, why it's important, and how they will demonstrate understanding or mastery. In addition teachers will plan for students to consolidate their thinking through collaboration with their peers and also provide multiple opportunities to practice independently and show evidence of their thinking. When: 8/10/2022-6/7/2023 Frequency: Twice a Week Evidence: Norms, planning protocols, lesson plans	Nelson, Andrea, nelsona@lake.k12.fl.us
Teachers will utilize diagnostic and other pre-assessment data to determine students' needs and form appropriate groups. Based on the data, the following intervention programs will be implemented with fidelity 2 to 4 times per week in 30 minute blocks to provide explicit instruction targeting foundational skills and comprehension as needed: -i-Ready Tools for Instruction -Fundations -FCRR Data will be analyzed bi-weekly or monthly depending on the standard or skills students are working on. Students will rotate groups as needed or indicated by the assessment data. Groups will target students with significant gaps, students close to proficiency, and also those who are on grade level or above. When: 9/6/2022-5/26/2023 Frequency: Intervention Groups - 4 times per week, data conversations - bi-weekly/monthly Evidence: lesson plans, intervention block grouping list	Nelson, Andrea, nelsona@lake.k12.fl.us
Instructional coaches will implement the coaching cycle in order to focus on continuous improvement of instructional best practices as needed. When: 9/6/2022-5/26/2023 Frequency: As needed Evidence: Coaching logs, classroom walkthroughs	Nelson, Andrea, nelsona@lake.k12.fl.us
Professional Learning: Literacy Coach and Admin will attend FLDOE facilitate RAISE Webinar throughout the year to deepen understanding of the components of effective reading instruction. The learned practices will be applied to instructional practice and feedback throughout the year. When: 9/14/2022-5/26/2023 Frequency: Monthly as sessions are scheduled Evidence: Handouts, agendas	Nelson, Andrea, nelsona@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.

Families and stakeholders will receive weekly communication through a newsletter that shares information regarding academics, activities, and celebrates our students and staff. An active public social media account will highlight and celebrate members of our school community. Through our Leader in Me framework staff will work in action teams to collaborate on enhancing systems surrounding our campus. All students have equal access to collaboration through our synergy squads and buddy classrooms where different grades and classes work to establish relationships and support each others learning. Families and community stakeholders will be welcomed on campus for many evening events including Curriculum Night, Literacy Night, Steam Night, Student-Led Conferences, and our Fine Arts Festival. In addition to student-led conferences, we will also hold a fall conference night to communicate students' academic progress with our families. As a professional learning community we will collaborate to reduce referrals and out of school suspension and focus on the importance of attendance.

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

Through monthly school advisory council and parent teacher organization meetings, stakeholders are informed of not only academic practices and data but also the work around building a positive culture. As a Leader in Me School, these committees are informed of the monthly activities highlighting our student and staff participation in Leader in Me practices. Additionally as we implement Harmony, we will discuss the valued approach we will take on teaching and promoting behavior, life and social skills.