

Orange County Public Schools

# Lake Como School



2023-24

Schoolwide Improvement Plan (SIP)

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## Lake Como School

2450 E GORE ST, Orlando, FL 32806

<https://lakecomok8.ocps.net/>

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Alexander, Cooper	Principal	As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLCs, professional learning and data meetings. The principal regularly reviews new data and oversees the schoolwide implementation of the intervention process and acquisition of needed resources, monitors completion of team duties, and oversees all operations of the school
Hambrick, Alisa	Assistant Principal	The assistant principal provides teachers with actionable feedback to enhance their professional practices. The assistant principal analyzes common assessment data to make timely instructional decisions that impact student achievement. The assistant principal partners with the principal to implement systems and structures that yield a strong learning environment.
Faircloth, Amber	Assistant Principal	The assistant principal provides teachers with actionable feedback to enhance their professional practices. The assistant principal analyzes common assessment data to make timely instructional decisions that impact student achievement. The assistant principal partners with the principal to implement systems and structures that yield a strong learning environment.
Lambert, Jill	School Counselor	The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. She also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being. She provides whole class lessons using the district provided curriculum. She also assists with course selection and scheduling at the middle school level.
Knoll, Vanessa	Instructional Media	The instructional media specialist will manage and maintain the current media collection at Lake Como School and continue to update the collection so that the school maintains a diverse electronic and print inventory. The instructional media specialist will facilitate the use of resources to impact avenues of learning that lead to student academic success. The instructional media specialist will utilize the resources in the Media Center throughout the regular day and during parent nights to improve the integration of effective instructional technologies with students and help families maximize the resources on campus, including books and digital resources.

Name	Position Title	Job Duties and Responsibilities
Wallace, Cathleen	Behavior Specialist	The behavior specialist provides school-wide professional learning regarding the behavior management framework in all classrooms. The behavior specialist provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts for at-risk students, are carefully considered and shared by the behavior specialist. The behavior specialist is a member of our school's behavior team. This team reviews current behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. The behavior specialist also serves as a member of the MTSS team to work in collaboration with all parties that serve in the best interest of students. The behavior specialist offers social skills group lessons for students in need and also serves as a liaison with outside agencies that offer support to students and families.
Wingo, Ashley	Staffing Specialist	The staffing specialist supports students, teachers and families with understanding the special needs of students with disabilities as well as our Gifted students. The staffing specialist conducts IEP meetings and provides parents with resources and extra support. The staffing specialist provides staff development opportunities for teachers so that they are better prepared to provide and document the services being offered to their students in need of ESE services. The staffing specialist is also a member of the MTSS team and works in collaboration with all parties to be sure the needs of all students are being met.
Shearer, Krishawna	Other	The SAFE Coordinator is the mental health designee at our school and coordinates mental health supports for our scholars including small group and one on one sessions. The SAFE Coordinator also facilitates the monthly threat assessment meetings on campus.
Ansoategui, Alia	Instructional Coach	The instructional coach provides guidance to teachers with CRM lesson plans, assessments and data. The instructional coach facilitates and supports data collection, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning and instruction. The instructional coach also supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, provides professional development, and model lessons of high-yield strategies and best practices for instruction. The instructional coach facilitates weekly PLC meetings that address lesson planning, instructional strategies and data analysis, and conducts informal observations and walkthroughs to assist in the coaching process. The instructional coach also manages textbooks and other instructional materials.
Brown, Kaye	Dean	The dean supports the teachers and students by enforcing the student code of conduct. By ensuring there is a calm and focused classroom environment, learning opportunities are maximized. The dean works closely



Name	Position Title	Job Duties and Responsibilities
		with the behavior specialist and classroom teachers to develop and implement proactive strategies to ensure student success. The dean works as a school-wide resource, helping teachers monitor student behavior for the MTSS process and the effectiveness of classroom management plans.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders, which included students, staff and parents, participated in the Panorama Survey in the Spring of 2023. That data was used to help give input towards the goals in the School Improvement Plan.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will monitor the implementation of the SIP through weekly PLC data meetings and common lesson planning with instructional teams. The leadership team will conduct weekly classroom walkthroughs to monitor instructional practices and will collaborate with grade level teams to ensure that they are utilizing the most effective strategies. Administration will hold individual teacher data chats periodically. The leadership team will also closely monitor the progress of our intervention groups and ensure that the MTSS process is implemented with fidelity. As data is monitored, and we notice areas of deficiency, the leadership team will meet and plan with teachers to come up with differentiated instructional strategies to address the gaps.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	62%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	92%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI

Eligible for Unified School Improvement Grant (UniSIG)	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	13	14	24	31	20	17	21	28	29	197	
One or more suspensions	0	1	1	5	2	14	26	36	40	125	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	4	4	
Course failure in Math	0	0	0	0	0	0	0	2	1	3	
Level 1 on statewide ELA assessment	0	0	0	4	25	25	30	31	25	140	
Level 1 on statewide Math assessment	0	0	0	5	21	27	35	23	25	136	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	18	24	25	0	0	0	0	77	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	5	13	27	28	32	36	37	181

Using the table above, complete the table below with the number of students identified retained:

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

**Prior Year (2022-23) As Initially Reported (pre-populated)****The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	6	30	30	21	22	22	23	21	11	186	
One or more suspensions	0	1	1	0	1	5	4	10	12	34	
Course failure in ELA	0	0	0	2	1	0	1	2	2	8	
Course failure in Math	0	0	0	2	1	0	1	2	2	8	
Level 1 on statewide ELA assessment	0	0	0	3	23	31	19	21	23	120	
Level 1 on statewide Math assessment	0	0	0	3	23	29	28	23	17	123	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	23	31	19	21	23	120	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	1	3	22	28	23	24	19	120	

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	6	30	30	21	22	22	23	21	11	186	
One or more suspensions	0	1	1	0	1	5	4	10	12	34	
Course failure in ELA	0	0	0	2	1	0	1	2	2	8	
Course failure in Math	0	0	0	2	1	0	1	2	2	8	
Level 1 on statewide ELA assessment	0	0	0	3	23	31	19	21	23	120	
Level 1 on statewide Math assessment	0	0	0	3	23	29	28	23	17	123	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	23	31	19	21	23	120	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	1	3	22	28	23	24	19	120	

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	56	53	53	57	55	52		
ELA Learning Gains				49			41		
ELA Lowest 25th Percentile				35			32		
Math Achievement*	54	59	55	59	41	42	47		
Math Learning Gains				63			39		
Math Lowest 25th Percentile				47			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	56	52	46	57	54	37		
Social Studies Achievement*	53	68	68	67	63	59	44		
Middle School Acceleration	69	74	70	78	52	51	44		
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress	35	55	55	31	73	70	40		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	20	Yes	2	2
ELL	37	Yes	2	
AMI				
ASN				
BLK	41			
HSP	42			
MUL	70			
PAC				
WHT	68			
FRL	42			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	30	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	45			
HSP	54			
MUL	60			
PAC				
WHT	58			
FRL	47			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			54			51	53	69			35
SWD	15			23			23	15			5	
ELL	38			39			31	40			5	35
AMI												
ASN												
BLK	40			36			24	60			5	
HSP	45			46			46	30			6	33
MUL	70			70							2	
PAC												
WHT	61			68			67	71	76		6	
FRL	40			40			37	50	50		7	33

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	49	35	59	63	47	46	67	78			31
SWD	15	25	26	29	50	39	29					
ELL	30	43	32	41	62	53	31					31
AMI												
ASN												
BLK	38	42	30	49	64	38	42	56				
HSP	47	49	32	52	64	59	41	69	83			40
MUL	59	47		65	67							
PAC												
WHT	64	53	43	69	63	32	54	73	67			
FRL	39	46	33	46	58	44	39	55	64			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	41	32	47	39	29	37	44	44			40
SWD	14	25	32	16	32	18	15	10				
ELL	12	13		22	33							40

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	44	46	27	32	26	18	23	20				
HSP	41	39	44	41	48	32	27	46	36			41
MUL	59	43		44	31							
PAC												
WHT	66	42		60	42	36	58	50	50			
FRL	43	38	24	37	39	26	32	26	13			45

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	54%	3%	54%	3%
07	2023 - Spring	45%	45%	0%	47%	-2%
08	2023 - Spring	33%	46%	-13%	47%	-14%
04	2023 - Spring	55%	60%	-5%	58%	-3%
06	2023 - Spring	44%	44%	0%	47%	-3%
03	2023 - Spring	58%	52%	6%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	53%	0%	54%	-1%
07	2023 - Spring	30%	38%	-8%	48%	-18%
03	2023 - Spring	58%	59%	-1%	59%	-1%
04	2023 - Spring	55%	62%	-7%	61%	-6%
08	2023 - Spring	59%	58%	1%	55%	4%
05	2023 - Spring	46%	55%	-9%	55%	-9%



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	50%	-9%	44%	-3%
05	2023 - Spring	52%	59%	-7%	51%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	47%	41%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	61%	-11%	66%	-16%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Although learning gains of students in our lowest 25% in ELA increased from 2021 to 2022, it is still our lowest data component at 35 percent. Contributing factors include limited small-group instruction in reading, as well as a lack of targeted resources for use in small groups. The MTSS Process was also not implemented with fidelity across grade levels, so students were not consistently receiving interventions targeted to their needs.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The only data component that showed a decline was progress in achieving English Language Proficiency. This component dropped from 64% to 40% in 2021, then dropped further to 31% in 2022. There has been a slight increase in the number of English Language Learners at Lake Como School and a need for professional development related to meeting the needs of the ELL population.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Waiting for state data to populate in II.A.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Lake Como increased in nine reporting categories from 2021 to 2022. The largest increases were seen in social studies achievement (23 percentage point increase) and math learning gains (24 percentage point increase) and the learning gains of the lowest 25% in math (18 percentage point increase). The addition of the math intervention block to the elementary master schedule gave teachers dedicated time to reteach trailing standards in small groups based on the common assessment data. Our middle school math team implemented a flipped classroom approach to teaching, assigning online direct instruction videos as homework and giving students opportunities to practice with feedback under the teacher's guidance in class. The flipped classroom model was instrumental in making practice more purposeful. Lake Como School utilized a civics boot camp to provide students with additional tutoring support to ensure that challenging standards were retaught and mastered.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Lake Como saw a significant increase in the number of students receiving one or more suspensions, from 34 in 2021-2022 to 125 in 2022-2023. There was also an increase in the number of students with attendance below 90 percent, from 186 to 197.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Increase ELA learning gains of the lowest 25% of students
2. Increase overall ELA proficiency of students with disabilities
3. Increase overall ELA proficiency of English language learners

#### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on student and staff survey data from Spring 2022, Lake Como School scored poorly in the areas of School Safety (students, 49%, down 20 percentage points from other non-Title I schools) and School Climate (staff, 51%, down 16 percentage points from 2022).

**Measurable Outcome:**

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

Student and staff Panorama surveys conducted in Spring 2023 will increase in the following areas:

Students: School Safety from 49% to 55%

Staff: School Climate from 51% to 56%

**Monitoring:**

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

We will monitor this through the Fall and Spring Panorama Survey data, the tracking of student behavior data, and attendance at quarterly reward celebrations.

**Person responsible for monitoring outcome:**

Amber Faircloth (amber.faircloth@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will create and implement school-wide behavior expectations and continue the implementation of a schoolwide celebration and reward program geared towards building a positive school climate.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Lake Como School requires a consistent set of behavior expectations that can be taught and monitored across all classrooms and on all grade levels. When the entire staff can refer to, teach, and enforce a single school-wide set of expectations, students will benefit from the consistency and learn what is expected of them. By reteaching expectations and implementing consistent consequences, students will be more likely to meet those expectations in all areas of the school. A majority of the areas on the staff survey that influenced teachers' low rating of school climate referred to students' interactions and relationships with each other and their lack of enthusiasm for learning. The implementation of a celebration program to reward students meeting schoolwide expectations will encourage adherence to rules and procedures and promote positive student-to-student and student-to-staff relationships.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Draft a set of school-wide behavior expectations, post them in all areas of the school, and teach them to all students.

**Person Responsible:** Cathleen Wallace (cathleen.wallace@ocps.net)

**By When:** September 2023

Establish criteria for attendance at quarterly reward celebrations. Disseminate criteria to students and staff.

**Person Responsible:** Cathleen Wallace (cathleen.wallace@ocps.net)

**By When:** September 2023

Hold quarterly reward celebrations for students who qualify based on previously set criteria.

**Person Responsible:** Cathleen Wallace (cathleen.wallace@ocps.net)

**By When:** October 2023, January 2024 , March 2024, May 2024.

Review and reteach school-wide expectations each quarter.

**Person Responsible:** Cathleen Wallace (cathleen.wallace@ocps.net)

**By When:** September 2023, October 2023, January 2023, March 2023

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lake Como will focus on differentiating instruction in order to increase ELA proficiency rates for all students, especially our ELL and SWD subgroups. When teachers appropriately scaffold and monitor student understanding of new content, student achievement will increase for all students.

**Measurable Outcome:**

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

We will use 2024 ELA FAST PM3 data to measure achievement levels. Using our 2024 ELA FAST PM3 data, Lake Como School will see an increase in Reading Proficiency from 15% and 30% to 50% for students with disabilities and English language learners respectively.

**Monitoring:**

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

The Principal, Assistant Principals, and Instructional Coach will be monitoring the students through the examination of summative, formative and Exact Path data, conversations in PLCs, data chats and classroom walkthroughs.

**Person responsible for monitoring outcome:**

Cooper Alexander (cooper.alexander@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use DIBELS, Exact Path, and FAST Progress Monitoring data to build standards-based small-groups and intervention groups to support the reading standards. This data will be combined with the Standards Based Unit Assessment data to further identify the specific standards and skills the students need to improve. Students will be grouped in intervention groups during the FBS block to meet remediation needs daily. We will utilize small group resources from SIPPS, Heggerty, Wonders, and Being a Reader to target intervention needs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These interventions will improve the reading foundational skills and comprehension.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

ELA teachers will attend weekly PLC meetings with the literacy coach and administrators to discuss upcoming units of instruction with a focus on BEST Standards and small-group instruction focus and resources.

**Person Responsible:** Alia Ansoategui (alia.ansoategui@ocps.net)

**By When:** Weekly, starting September 2023

Facilitate regular meetings to review MTSS intervention progress monitoring data and determine next steps.

**Person Responsible:** Alia Ansoategui (alia.ansoategui@ocps.net)

**By When:** Monthly, starting September 2023

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Lake Como School will review school improvement funding allocations with our School Advisory Council. In conjunction with the SAC, we will review resources and address allocation based on school needs.

Lake Como School is currently in need of several staff members, resulting in the use of substitutes to cover classes and reduced personnel for student services and coverage. Our vacancies include two second grade teachers, two fifth grade teachers, one VE first grade teacher, a resource teacher, a staffing specialist, an ESE resource teacher, an ELL paraprofessional, a PE paraprofessional, and two ESE paraprofessionals. We also have a VPK teacher on long-term leave without coverage.

### Budget to Support Areas of Focus

#### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

#### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes