Lake Weston Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

https://lakewestones.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.

Our vision is 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
Rivera, Meigan	Principal	Ms. Rivera serves as the instructional leader of Lake Weston Elementary and monitors instructional delivery of the benchmarks and allocation of resources to ensure students are being provided with a high-quality education. The principal facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. Ms. Rivera establishes systems of support that result in a supportive learning environment with high expectations and increased student outcomes. Equally important, she provides avenues for teachers to collaborate, plan rigorous lessons, and contribute input for the optimal functioning of the school. The principal engages with district and community members to facilitate the use of resources that directly impacts student achievement.
Green, Amber	Assistant Principal	Ms. Green is one of the instructional leaders on campus. Along with the principal she monitors the instructional delivery of the standards. Ms. Green facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. The assistant principal partners with the principal to implement systems and structures that yield a strong learning environment. Ms. Green has the responsibility of analyzing common assessment data to make timely instructional decisions that impact student achievement. Ms. Green is also responsible for monitoring the discipline process to ensure a positive school climate and safe working environment.
Dudley, Joan	Science Coach	Science Resource and Interventionist
Adams, Julie	Curriculum Resource Teacher	Curriculum Resource, Testing Coordinator, Interventionist
Apollon, Kettia	Math Coach	Math Resource and Interventionist
Gerena, Jazzmen	Reading Coach	ELA Resource, Writing Resource, Interventionist
Hejtmanek, Heather	Instructional Coach	ELA Resource and Interventionist
Rodriguez, Maria	Instructional Coach	Instructional Coach and Interventionist
Hammond, Karla	Dean	School wide behavior support, Student Mentorship Coordinator, Interventionist

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 met as a team to analyze student data, provide input on standards based instruction, interventions, as well as the culture and climate in order to identify areas of need and to develop action steps to address needs and increase student achievement.

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))

Data will be analyzed twice a month, intervention groups are consistently updated to meet the needs of students and the SIP will be revisited monthly to ensure action steps are completed

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: F

School Improvement Rating History	
DJJ Accountability Rating History	

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	7	33	39	41	41	24	0	0	0	185
One or more suspensions	0	6	6	14	3	6	0	0	0	35
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	30	26	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	0	19	20	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	19	30	30	0	0	0	0	95
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	13	15	28	33	23	0	0	0	112

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	0	0	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	13	48	37	39	32	49	0	0	0	218
One or more suspensions	0	3	0	3	4	6	0	0	0	16
Course failure in ELA	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	6	27	36	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	5	20	33	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	4	20	25	22	33	0	0	0	119

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	3	0	6	25	39	0	0	0	73

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

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	13	48	37	39	32	49	0	0	0	218
One or more suspensions	0	3	0	3	4	6	0	0	0	16
Course failure in ELA	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	6	27	36	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	5	20	33	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	4	20	25	22	33	0	0	0	119

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	3	0	6	25	39	0	0	0	73

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

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*	32	57	53	25	56	56	25		
ELA Learning Gains				54			41		
ELA Lowest 25th Percentile				53			46		
Math Achievement*	54	60	59	47	46	50	37		
Math Learning Gains				67			34		
Math Lowest 25th Percentile				58			29		
Science Achievement*	32	63	54	33	61	59	31		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	63	59	59	55			23		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	2	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	49			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	51			
AMI				
ASN				
BLK	42			
HSP	55			
MUL				
PAC				
WHT	29	Yes	1	1
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	32			54			32					63
SWD	5			21			6				4	
ELL	29			45			29				5	63
AMI												
ASN												
BLK	29			50			25				4	
HSP	37			58			48				5	60
MUL												

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
PAC												
WHT												
FRL	31			54			32				5	69

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	25	54	53	47	67	58	33					55
SWD	9	45	45	19	52	47	18					64
ELL	30	55		48	76		40					55
AMI												
ASN												
BLK	22	49	48	44	62	48	23					
HSP	30	58		55	79		48					59
MUL												
PAC												
WHT	15			43								
FRL	22	51	48	46	68	62	28					51

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	25	41	46	37	34	29	31					23
SWD	3			8								14
ELL	22			32								23
AMI												
ASN												
BLK	21	33		37	29		25					
HSP	32	56		39	44		43					25
MUL												
PAC												
WHT												
FRL	25	42	45	36	32	23	29					24

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	31%	54%	-23%	54%	-23%
04	2023 - Spring	38%	60%	-22%	58%	-20%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	59%	-3%	59%	-3%
04	2023 - Spring	61%	62%	-1%	61%	0%
05	2023 - Spring	41%	55%	-14%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	59%	-27%	51%	-19%

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.

The data components that demonstrate the greatest need for improvement are ELA and science proficiency based upon progress monitoring and the 2023 "School Results" reports with grade level data that was released in July. These two components were the lowest areas of performance with 36% of students demonstrating proficiency in ELA and 32% students demonstrating proficiency in Science. The state's grade level data does not consider whether students are a match for the Full Time Equivalent (FTE) periods and all students are inclusive in the denominator for determining percentages. Upon removing student numbers who were not a match to the FTE periods required to count for the school based upon the denominator report generated by the district, Lake Weston is at 39% proficiency for ELA and science at 32%.

Reading comprehension is an area with which greater focus is needed for both ELA and Science. The BEST benchmarks for ELA were newly tested in the 2022-2023 school year and the students will need continued support in this subject.

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

Science decreased by 1% to 32% proficiency for the 22-23 schoo year. 5th grade ELA proficiency was 30% so this is comparable to the Science scores.

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.

According to Grade Level PM3 Results for the "2023 Florida Assessment of Student Thinking" and the "2023 Statewide Science Assessment," ELA Achievement had the greatest gap when compared to the state. The state's overall percent proficient for ELA in grades 3-5 was at 54%. When comparing Lake Weston's percent of 36 or the adjusted percent of 39, the range of the gap is eighteen to fifteen percentage points of that of the state. Foundational skills and comprehension in Reading along with student tardies and absenteeism are contributing factors.

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

ELA Proficiency is the data component that demonstrated the most improvement with an 11-percentage point increase based upon the Grade Level PM3 Results released in July. When considering data from students who were a match for the Full Time Equivalent (FTE) periods, Lake Weston demonstrated a 14-percentage point increase in ELA Proficiency.

The contributing factors to this improvement were administration and resource team implemented an intense focus on benchmark-based planning, instruction, and assessments. The new actions the the school took was that the team's focus shifted to small group instruction and monitoring for authentic student engagement with an implementation of fluency strategies in all content areas to grow resiliency among our learners.

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

In reviewing EWS data, student absenteeism followed by substantial reading deficiency are the two areas which will be focused upon for the 2023-2024 school year. For the third and fourth grades, the numbers of instances where substantial reading deficiency occurred were both at 30 and the number of instances for absences of 10% or more were at 41 for both third and fourth grades.

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

The highest priorities for Lake Weston Elementary School during the 2023-2024 school year will include:
1) ELA – with a focus on substantial reading deficiency
2) Science
3) Math
4) Attendance
5) ESSA Subgroups below 41%: SWD, WHT

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

#1. Instructional Practice specifically relating to ELA

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 Weston Elementary will increase the overall proficiency in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in ELA is below 50% on the F.A.S.T. Assessment. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.

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

The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the 2024 F.A.S.T. Assessment. The measurable outcomes for the 2024 F.A.S.T. as compared to the 2023 F.A.S.T. are as follows: ELA proficiency increased from 39% to 54%.

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

This area will be monitored weekly during team and individual data meetings. Student common assessment data and F.A.S.T. data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.

Person responsible for monitoring outcome:

Meigan Rivera (meigan.rivera@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.)

Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating small group instruction will be utilized to support this area of focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.
1. Provide professional development opportunities that target:
a. Strategies to differentiate instruction
b. Effective writing instruction
c. Using PLCs to analyze data and focus instruction

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.

An increased focus on the use of instructional strategies to improve student achievement during structured common planning sessions.

Person Responsible: Jazzmen Gerena (jazzmen.gerena@ocps.net)

By When: Initial Check - September 2023 with continued follow-up throughout the school year.

Provide strategic coaching support focused on data analysis and differentiating instruction, to include modeling, side by side teaching and actionable feedback.

Person Responsible: Maria Rodriguez (maria.rodriguez8@ocps.net)

By When: Initial Check - September 2023 with continued follow-up throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

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 Weston Elementary will increase our focus on Social Emotional Learning to build resiliency, including positive behavior interventions, opportunities for staff development, and counseling to provide additional supports and interventions for students in need. In addition, Lake Weston will implement the House system through processes that build character, empower academic excellence, foster school spirit, enhance relationships and promote a culture of belonging. This area of focus was selected to improve classroom management in order to decrease discipline referrals, suspensions and threat incidents during the 2023–2024 school year.

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

The intended outcome is to increase attendance and decrease the number of discipline referrals, suspensions and threat incidents for the 2023-24 school year as compared to the previous school years. A reduction by 10% in the number of students with absences of 10% or more days will occur for the 2023-2024 school year from 185 to 167.

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

This area will be monitored during behavior team, threat assessment team and SEL meetings. Student attendance will be tracked and parental contact made to increase the probability of students being present.

Person responsible for monitoring outcome:
Meigan Rivera (meigan.rivera@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.)

Professional development opportunities that focus on Social Emotional Learning, including building resilient learners, school family, connection, conflict resolution, de-escalation, and equity. In addition, we will acknowledge and appreciate social diversity to support this area of focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies will be used in an effort to develop teachers' behavioral management techniques along with increasing an appreciation and understanding of social diversity.

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.

Provide professional development opportunities that target:
a. Responsible Decision making, building resiliency and classroom management
b. Improving School Culture and Climate (Appreciating Social Diversity)

Person Responsible: Amber Green (amber.green@ocps.net)

By When: Initial Check - September 2023 with continued follow-up throughout the school year.

Provide more comprehensive and structured counseling services for students to included My Brother's Keeper, small group and individual counseling sessions.

Person Responsible: Karla Hammond (karla.hammond@ocps.net)

By When: Initial Check - September 2023 with continued follow-up throughout the school year.

#3. Instructional Practice specifically relating to Math

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 Weston Elementary will increase the overall proficiency in Math by closely monitoring for student fluency during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in Math was 54% on the F.A.S.T. Assessment. The goal is to see an increase in Math achievement, particularly with the lowest 25% and bubble students.

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

The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the Math portion of the 2024 F.A.S.T. Assessment. The measurable outcomes for the 2024 F.A.S.T. as compared to the 2023 F.A.S.T. are as follows: Math proficiency increased from 54% to 57%.

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

This area will be monitored weekly during team and individual data meetings. Student common assessment data and F.A.S.T. data will be used to monitor the effectiveness of instruction. The school-based and district support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.

Person responsible for monitoring outcome:

Meigan Rivera (meigan.rivera@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.)

Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating small group instruction will be utilized to support this area of focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.

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.

1. Provide professional development opportunities that target:
a. Strategies to differentiate instruction
b. Effective writing instruction
c. Using PLCs to analyze data and focus instruction

Person Responsible: Amber Green (amber.green@ocps.net)

By When: Progress monitoring will occur thoughout the school year with major analysis of the Florida Assessment of Student Thinking (FAST) in August 2023, December 2023 and May 2024.

2. An increased focus on the use of instructional strategies to improve student achievement during structured common planning sessions.

Person Responsible: Kettia Apollon (kettia.apollon@ocps.net)

By When: Initial Check - September 2023 with continued follow-up throughout the year.

3. Provide strategic coaching support focused on data analysis and differentiating instruction, to include modeling, side by side teaching and actionable feedback.

Person Responsible: Maria Rodriguez (maria.rodriguez8@ocps.net)

By When: Initial Check - October 2023 with continued follow-up throughout the year.

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).

The school reviews the use of resources that are supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities. Knowing that any deficiency of resources such as a lack of people and time may contribute to low performance, the school will address these needs through supporting teacher planning and tutoring for students through afterschool sessions. The after-school sessions will allow teachers to further plan for the teaching and learning processes as well as offer additional support to students. Intense support will be given to teachers as Extra Hour will be restructured to better address student needs and reduce lack of learning. Instructional resource teachers will support this shift through professional development, modeling, classroom walk-throughs and side by side coaching.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Lake Weston Elementary will increase the overall proficiency in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the number of students who were proficient in ELA decreased on the F.A.S.T (Star) Diagnostic Assessment. 1st grade increased from 60% to 62% proficient. 2nd grade demonstrated 49% proficient. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.

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

Lake Weston Elementary will increase the overall proficiency and in ELA by closely monitoring for student comprehension during instruction, providing additional common planning opportunities which focus on addressing learning deficiencies, and targeted support for differentiating instruction alongside resources provided for small groups. This area of focus was selected as the overall number of students who were proficient in ELA increased on the 2023 F.A.S.T. Assessment. 3rd grade increased from 21% to 41% proficient. 4th grade demonstrated 40% proficient. 5th grade demonstrated 30% proficient. The goal is to see an increase in ELA achievement, particularly with the lowest 25% and bubble students.

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 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 Measurable Outcomes

The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the F.A.S.T. (Star) Diagnostic Assessment. The measurable

outcomes for
the 2023 F.A.S.T as compared to the 2022 F.A.S.T are as follows:
ELA proficiency in 1st grade increased from 60% to 62%
ELA proficiency in 2nd grade increased from 40% to 49%

Grades 3-5 Measurable Outcomes

The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the 2024 F.A.S.T. The measurable outcomes for the 2024 F.A.S.T. as compared to the 2023 F.A.S.T. are as follows:
ELA proficiency increased from 39% to 54%

Monitoring

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 impact student achievement outcomes.

This area will be monitored weekly during team and individual data meetings. Student common assessment
and Exact Path data will be used to monitor the effectiveness of instruction. The school-based and district
support team will develop a walkthrough schedule to observe all teachers. There will be actionable feedback that will be shared during weekly PLCs and during school-based meetings. Equally important, explicit verbal and written feedback will be provided on instructional practices to enhance pedagogical practices.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Rivera, Meigan, meigan.rivera@ocps.net

Evidence-based Practices/Programs

Description:
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?

Professional Learning Communities (PLCs), Professional Development opportunities, and strategic coaching support focused on data analysis and differentiating instruction will be utilized to support this area
of focus. Instructional staff will use Heggerty, DIBELs, SIPPs, Phonics for Reading, and Scholastic

leveled readers to address this concern by building a strong foundation in reading and improve student outcomes.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these strategies is an effort to strengthen instructional practice, specifically with
differentiating instruction, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement.
1. Provide professional development opportunities that target:
a. Strategies to differentiate instruction
b. Focused small group instruction based on student need
c. Using PLCs to analyze data and focus instruction

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
We will provide an increased focus on the use of instructional strategies along with strategic interventions to improve student achievement during structured common planning sessions and data discussions. PLCs three times per week will help plan benchmark-based questions. - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. - Literacy Coaching - The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. - Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. EOY and FSA data are being used to initialize the student groups and upcoming diagnostic data will be used to update the groups. - Professional Learning - Available in DIBELs, SIPPS, Heggerty and B.E.S.T. Benchmarks.	Rivera, Meigan, meigan.rivera@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is made available on the "School Information" pull down menu of the school's website. To further disseminate the SIP information and garner additional input, the school shares the 2022-2023 school results from Progress Monitoring 3 for the statewide assessments fromthe Florida Assessment of Student Thinking (FAST) and End of Course (EOC) exams. Along with the data, SIP areas of focus including interventions and measureable outcomes are also revealed. Communication about the SIP occurs in faculty meetings, School Advisory Council, and Open House as well as being posted in the front office. Typically, the SIP inforamtion is presented to a joint School Advisory Council (SAC) and parent orgainzation meeting where parental input is gathered. To increase parental awareness about the SIP, a QR code will be available at the Open House event at each teacher's door and various other locations in the school for parents to be able to review. Following the Open House event, a Class Dojo message will be sent to thank parents for attending Open House and inform those that may have missed the event about the School Improvement Plan by providing a link.

The QR code to SIP will also be posted in the front office so that parents new to the school may have quick access. Updates as to the progess being made toward the SIP goals will be shared at future SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication is essential to bulidling positive relationships with students, parents, teachers and other stakeholders. In advocating for increased opportunitites for communication, the school will utilize flyers, school newsletters, grade-level newsletters, School Messenger phone messages, teh marquee, email and Class Dojo. Links to information such as newsletters will be sent via Class Dojo to parents so information in not left in backpacks. Parent and Family Involvement Nights will be held by the school to engage parents intheir students' learning processes which can positively impact student achievement. The Parent and Family Engagement plan will be available on the school's website via the "School Information" pull down menu and shared during School Advisory Council (SAC) meetings, Multilingual Parent Leadership Council (MPLC) meetings, and the Ttile I Annual Meeting. Upon posting the Parent and Family Engagement Plan on the school's website, a Class Dojo message will go out to share the link to the plan with parents.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

In order to strengthen the academic program, students must attend school. By monitoring attendance and connecting with parents, time will increase for students to work with academic content which will lead to improved achievement. Cultivating solidarity through a House System with engaging activities and competitions appeals to students and increases attendance and involvement in their own learning. Small group instruction during ELA and math will allow for more targeted support and assist with reducing gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically relating to Early Warning Systems, and 2) Instructional Practice specifically relating to ELA.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Providing opportunities for all children to meet challenging state academic standards is important for education. By addressing positive culture and instructional practice, students have a greater chance of success. In meeting the needs of the students, Title I monies re being used to purchase additional support resources. Additional resources from Magnetic Reading as well as University of Florida Literacy Institute (UFLI) materials to better support foundational reading will be procured through the use of Title I funds. Science Bootcamp and Speed Bag will also be purchased to support reading throught he content of science. Being a Title I school, Lake Weston offers breakfast, lunch and snacks during afterschool tutoring through the National School Lunch Program which is also supportive of a positive learning environment.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Lake Weston is has a School Wide Behavior Plan in place which includes PBIS/CHAMPS/Conscious Discipline/House System. Teachers are all responsible for participating in the School Wide plan whcih helps to build relationships between teachers and staff, as well as, buidling relationships between teacherrs and students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Lake Weston has a Staffing Specialist who writes the education plans for students. MTSS Coach who services grades 3 - 5, an MTSS interventionist who services grades K-2, Dean, Program Assistant to the Dean and a Behavior Specialist. These people work together to compile, analyze and implement programs specifically designed to fit the needs of individual students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professiional Learning is provided through our PLCs each week when teachers meet to discuss data, plan for instruction for the coming weeks andwill discuss strategies that be implemented in the classroom with students to improve instruction and learning. Weekly Data meetings are held to examine and analyze assessment results.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Lake Weston has a full time VPK class with a qualified instructor who plans and implements lessons necessary for all students to be prepared for kindergarten upon completion of the preschool program.