Lakeview Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

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.

Lakeview Elementary will improve student academic performance through a culture of care and collaboration among faculty, staff, parents, and community members that inspires students to be respectful, responsible, problem solvers.

Provide the school's vision statement.

To develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive learning environment that promotes equity and celebrates diversity

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
Vazquez, Jose	Principal	Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a schoolwide MTSS model that looks at all subgroup data, facilitate the ESS/ELL task force, conduct periodic Stock Take meetings to monitor students' achievement and the instructional model, ensure that the budget supports the needs of students to increase achievement.
Krebs, Nichole	Assistant Principal	Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a schoolwide MTSS model that looks at all subgroup data, facilitate the ESS/ELL task force, conduct periodic Stocktake meetings to monitor students' achievement and the instructional model, ensure that the budget supports the needs of students to increase achievement.
Walcott, Stephanie	Reading Coach	Monitor student reading achievement, work with the coaching impact cycle to improve ELA instructional practice, model lessons, work with intervention to ensure progress towards increased proficiency, assist with MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in ELA.
Ramirez Rubio, Joyce	Math Coach	Monitor student math/science achievement, work with the coaching impact cycle to improve math/science instructional practice, model lessons, work with intervention to ensure progress towards increased proficiency, assist with MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in math/science.
Howes, Kim		ESE Compliance, student placement, teacher professional development, and small group instruction.
Todd, Amber	Other	As a member of the leadership team responsibilities include intervention PD, work with Paraprofessionals (ELL, ESE, and General Education) to ensure high quality intervention practices, assist with standards based planning to the level of the standard, serve as a model for implementing intervention in the area of ELA and writing. Monitors the implementation of the school-wide PBiS plan and provides training and support. Facilitates the MTSS process and monthly meetings. Participates in Stocktake with a focus on ESSA sub groups.
Macky, Joyce	Administrative Support	Responsibilities include providing training and support on teacher's available resources, assists with implementation of instructional technology programs, provides training on supplemental resources, acts at the test coordinator, participates in the MTSS process, monitors literacy achievement as a member of the leadership team. Participate in Stocktake with a focus on positive culture and environment.

Name	Position Title	Job Duties and Responsibilities
Fiola, Annamaria	School Counselor	Participates in the MTSS process, monitors the implementation of the school-wide PBiS plan and provides training and support, acts as the 504 designee, MTSS Coach, and Gifted point of contact. She monitors attendance and works with families in Transition.
Ruperto , Joselyne	Other	Responsibilities include mentoring teachers on implementation of standards-based instruction, provide professional development and support to new teachers. Serve as a model for implementing intervention in the area of Math and Science. Utilize Kiano to support new teachers.
Hand, Maegan	Other	Responsibilities include mentoring teachers on implementation of standards-based instruction, provide professional development and support to new teachers. Serve as a model for implementing intervention in the area of ELA and writing. Utilize Kiano to support new teachers.

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.

School stakeholders had input on the development of the SIP as point people for the focus area. All PLTs were given a circle map that they identified their prior year data and provided input on action steps and short and long term goals. Parents and community parents will provide input during the SAC meeting when the SIP will be presented in August.

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))

The SIP goals were implemented into a guiding document for PLTs to utilize on a weekly basis. PLTs also were given guiding questions to help drive discussions and target instruction for school improvement. The leadership team will meet weekly to discuss instructional walkthroughs and identify where needs are to support to teachers. Stocktake will take place monthly to determine state of the school and problems of practice.

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	66%
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) Multiracial Students (MUL) 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: C
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	31	19	28	26	16	19	0	0	0	139
One or more suspensions	3	10	7	8	3	7	0	0	0	38
Course failure in English Language Arts (ELA)	0	0	4	12	5	8	0	0	0	29
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	31	14	24	32	0	0	0	101
Level 1 on statewide Math assessment	28	8	45	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	0	0	14	0	0	0	0	0	34
	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	0	0	0	0	0	0	0	0	

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	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) 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	4	25	17	25	18	12	0	0	0	101
One or more suspensions	0	1	2	3	5	1	0	0	0	12
Course failure in ELA	0	0	3	9	4	8	0	0	0	24
Course failure in Math	0	0	0	11	16	6	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	11	24	32	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	9	26	31	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	8	9	7	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	1	0	11	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	4	25	17	25	18	12	0	0	0	101
One or more suspensions	0	1	2	3	5	1	0	0	0	12
Course failure in ELA	0	0	3	9	4	8	0	0	0	24
Course failure in Math	0	0	0	11	16	6	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	11	24	32	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	9	26	31	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	8	9	7	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	1	0	11	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	45	44	53	52	48	56	54		
ELA Learning Gains				57			55		
ELA Lowest 25th Percentile				43			53		
Math Achievement*	45	46	59	55	44	50	56		
Math Learning Gains				65			63		
Math Lowest 25th Percentile				52			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	49	43	54	48	46	59	57		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	59			51		

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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	252
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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	431
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	27	Yes	2	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	54			
HSP	46			
MUL	53			
PAC				
WHT	52			
FRL	44			

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	39	Yes	1	
ELL	49			
AMI				
ASN				
BLK	48			
HSP	53			
MUL	73			
PAC				
WHT	54			
FRL	51			

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	45			45			49					64
SWD	16			21			24				5	63
ELL	31			26			26				5	64
AMI												
ASN												
BLK	58			50							2	
HSP	41			39			41				5	64
MUL	53			53							2	
PAC												
WHT	50			51			60				4	
FRL	40			40			42				5	56

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	52	57	43	55	65	52	48					59
SWD	25	41	40	35	55	45	37					36
ELL	39	55	40	45	66	65	25					59
AMI												
ASN												
BLK	43	60		40								
HSP	49	57	41	52	67	59	38					59
MUL	78	64		78	73							
PAC												
WHT	55	56	38	56	63	47	61					
FRL	46	56	41	47	59	53	39					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	54	55	53	56	63	22	57					51
SWD	21	29		23	29	9	13					43
ELL	32	35	30	34	38		24					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
AMI												
ASN												
BLK	53			65								
HSP	46	49	53	50	51	21	42					51
MUL	50			57								
PAC												
WHT	64	68		62	76		73					
FRL	44	55	58	44	50	23	35					46

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	49%	44%	5%	54%	-5%
04	2023 - Spring	54%	49%	5%	58%	-4%
03	2023 - Spring	46%	44%	2%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	49%	1%	59%	-9%
04	2023 - Spring	53%	48%	5%	61%	-8%
05	2023 - Spring	41%	41%	0%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	40%	9%	51%	-2%

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.

2022-2023 data revealed that our 5th grade math was our lowest performing grade, with 59% of students scoring below proficiency. A noticeable trend since 2019 has been a decline in 5th grade math proficiency scores. In 2019, 5th grade math scores revealed that 67% of students were proficient, while in 2023, only 41% were proficient. The 5th grade team has seen the greatest turnover rate in teachers resulting in several class shifts during the middle of the school year and long-term substitutes to cover classrooms.

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

2022-2023 data revealed that our 5th grade math showed the greatest decline from the prior, with an 11% decrease from 52% to 41%. The 5th grade team has seen the greatest turnover rate in teachers resulting in several class shifts during the middle of the school year and long-term substitutes to cover classrooms.

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.

2022-2023 data revealed that 5th grade math showed the greatest gap compared to the state average, with a 14% difference. The 5th grade team has seen the greatest turnover rate in teachers resulting in several class shifts during the middle of the school year and long-term substitutes to cover classrooms.

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

2022-2023 data revealed that 5th grade science showed the greatest improvement, with a 2% increase in proficiency scores. Our school specifically targeted 5th grade science bubble students with daily interventions. We also incorporated science interventions during our block time to target specific science strands that were high needs.

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

The two areas of focus will be ELA and chronic absenteeism.

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

Increase ELA proficiency 4% from 49% to 53%
Increase Math proficiency 10% from 48% to 58%
Increase Science proficiency 2% from 49% to 51%
Increase ESE proficiency 5% from 23% to 28%
Increase ELL proficiency 5% from 30% to 35%

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.

Based on 2022-2023 FAST assessment data, students in grades 3rd, 4th, and 5th, scored below the state average in ELA proficiency. By providing all students with grade-level, rigorous levels of literacy instruction, we can ensure that students receive the support and guidance necessary to be successful on all end of year assessments. Based on 2022-2023 FAST scores, 46% of students in 3rd grade were proficient, 54% of 4th grade students were proficient, and 49% of students in 5th grade were proficient.

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

By the end of the 2023-2024 school year, ELA proficiency will increase to 51% in 3rd grade, 59% in 4th grade, and 55% in 5th grade. By the end of the 2023-2024 school year, schoolwide ELA proficiency will increase 4%, from 49% to 53%.

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

1.Administration, leadership team, and ELA coach will monitor the PLC teams to ensure time is being used effectively and to evaluate the level of each team.
2.Literacy Coach will report progress on focus area each month through the Stocktake process.
3.Leadership team will monitor tiered instruction and formative assessment data during MTSS and PLC.
5. Administration and leadership team will conduct walkthroughs to ensure teachers are providing tasks that are aligned to learning target and benchmark.
6. Teachers will monitor learning during instruction to determine what students did or did not learn and what they can or cannot do through the CIM process.

Person responsible for monitoring outcome:

Stephanie Walcott (stephanie.walcott@osceolaschools.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.)

To meet the needs of the diverse learners; administration, teachers, and staff will implement high-yield strategies that align with Marzano framework and AVID foundations (WICOR) to ensure high-quality instruction for all students. Teachers will utilize CUPS and the district decision tree to guide Tier 1, 2, and 3 instruction. Teachers will use Savass Quick Reads (ESSA Evidence Rating: Strong) and Benchmark Advance Intervention material for Tier 2 (FLDOE Review Rating is 80% or higher for grades K-5). Tier 3 interventions will include Corrective Reading (ESSA Evidence Rating: Strong) and Open Court (What Works Evidence: Strong). Student assessment data will be used to make informed decisions and teams will use the PLC data analysis protocol sheet as evidence of student learning and to determine which instruction strategies are effective (DuFour & Mattos, 2016) The MTSS model and differentiation will be used to impact student achievement (Marzano, 2003).

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

AVID and Marzano high-yield strategies are research based and have proven to impact student achievement. These strategies have a positive effect on student engagement, meeting the needs of diverse learners, and strengthening instructional practices. On-going progress monitoring and utilizing common assessments will be used to identify instructional needs. Research also indicates that using the guaranteed viable curriculum is standards-based and has a direct correlation to student growth. The

MTSS process will be used to match academic assessment and instructional resources to each student's need. (Marzano, 2003) (DuFour & Mattos, 2016) (Swanson, 2016)

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.

Literacy coach and mentor teachers will conduct the coaching cycle with new or struggling teachers to increase student engagement and achievement.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Ongoing throughout the year-Leadership team will monitor weekly during leadership meetings utilizing the Tiered Teachers Support spreadsheet.

Leadership team and instructional staff will use SchoolCity assessments, FAST, and STAR data to identify individual needs and implement the plan, do, check, act model to plan responsive instruction.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Weekly on Wednesdays during PLTs and monthly during MTSS.

Instructional staff will utilize the CUPs and adopted curriculum to plan for Tier 1 instruction. Students will receive instruction within an evidence-based core program (Benchmark, Open Court) that is aligned with the BEST standards. Scaffolds and accommodations will be implemented for students receiving ESE and ESOL services.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Ongoing throughout the year. Classroom walkthrough data using the NEST tool will be used to monitor progress and identify trends.

ELL and ESE support in the classroom will occur through collaboration with EES, RCS, and leadership team ensuring students are supported in all academic areas.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Daily/weekly small group lesson plans will identify the strategies used based on the units taught.

Instructional staff will differentiate instruction during small group time, Triple I, and CIM review using research based instructional strategies and evidence-based intervention/enrichment using the district provided decision tree.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Ongoing throughout the year. PLTs will use the plan, do, check, and act model with the support of leadership team.

Staff will be trained by literacy coach and DRTs on curriculum (Benchmark, Open Court, Lexia, and Core Connections. PDs will incorporate best practices for increasing student engagement and high-quality instruction. AVID and Kagan strategies will be embedded into training sessions will be incorporated in classroom to strengthen collaborative structures.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: During district identified professional development days and monthly during Thinking Tuesdays.

PLTs will meet once a month in media center with leadership members to support instructional strategies and data disaggregation

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: K,1,2- the first Wednesday of every month 3,4,5- the 2nd Wednesday of every month

PLTs will utilize guiding document and circle map to drive discussions and actions to meet short and long term goals.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Weekly on Wednesday's during PLTs

#2. 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.

Based on 2022-2023 FAST assessment data, students in grades 3rd, 4th, and 5th, scored below the state average in Math proficiency. FAST scores, 50% of students in 3rd grade were proficient, 53% of 4th grade students were proficient, and 41% of students in 5th grade were proficient. By providing all students with grade-level, rigorous levels of math instruction we can ensure that students receive the support and guidance necessary to be successful on all end of year assessments.

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

By the end of the 2023-2024 school year, Math proficiency will increase to 59% in 3rd grade, 61% in 4th grade, and 55% in 5th grade. By the end of the 2023-2024 school year, schoolwide Math proficiency will increase 10%, from 48% to 58%.

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

-Common formative and summative assessments, district progress monitoring, School City Checks, Dreambox data will be analyzed by the coach and grade level PLCs to inform decisions on instruction and plan for next possible steps to differentiate, remediate, reteach, or enrich
-MTSS meetings will be held with each grade level to collectively analyze the students' data and place students in Tiers based on their needs.
-Monthly Stocktake will be held to report progress to administration based on current data
-Administration and leadership team will monitor the PLC teams to ensure time is being used effectively and to evaluate the level of each team.
-Administration and leadership team will conduct walkthroughs to ensure teachers are providing tasks that are aligned to learning target and benchmark.
-Teachers will monitor learning during instruction to determine what students did or did not learn and what they can or cannot do through the CIM process.

Person responsible for monitoring outcome:

Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.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.)

To meet the needs of the diverse learners; administration, teachers, and staff will implement high-yield strategies that align with Marzano framework, and AVID foundations (WICOR) to ensure high-quality instruction for all students. Teachers will utilize CUPS, the district decision tree to guide Tier 1, 2, and 3 instructions. The Osceola Numeracy Project will be implemented with Tier 2 and 3 students. Dreambox and Focus Math learning is implemented for Tier 2/3 students. Teachers will focus on providing standards-based instruction at the correct level of rigor during Tier 1 instruction. Student assessment data will be used to make informed decision and teams will use the PLC data analysis protocol sheet as evidence of student learning and to determine which instruction strategies are effective (DuFour & Mattos, 2016). The MTSS model and differentiation will be used to impact student achievement (Marzano, 2003).

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

AVID and Marzano high-yield strategies are research based and have proven to impact student achievement. These strategies have a positive effect on student engagement, meeting the needs of

diverse learners, and strengthening instructional practices. On-going progress monitoring and utilizing common assessments will be used to identify instructional needs. Research also indicates that using the guaranteed viable curriculum is standards-based and has a direct correlation to student growth. According to Evidence for ESSA Dreambox and Focus Math both have a strong effect size. The MTSS process will be used to match academic assessment and instructional resources to each student's need. (Marzano, 2003) (DuFour & Mattos, 2016) (Swanson, 2016)

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.

Coaching cycles will take place on a continuous basis to provide ongoing support to new and struggling teachers to ensure students are getting rigorous on grade level instruction.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Coaching Cycles will take place 1x per quarter for identified Tier 3 teachers.

Continuous progress monitoring through SchoolCity, Star, Fast and Dreambox will be utilized to inform instructional decisions and plan for differentiation.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: The first Wednesday and Second Wednesday of every month teachers and leadership will meet to conduct the PLT protocol circle.

Instructional Staff training on adopted curriculum (Braining Camp) to provide additional support to students while transitioning through the CRA process.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: October 10 during teachers planning time.

Instructional Staff training provided by district personnel as well as instructional coaches on scaffolds and differentiation to support the ESE and ELL students.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Monthly Thinking Tuesdays and professional development days

ELL and ESE students will receive the necessary support through the collaboration of the ESOL specialist and the RCS to ensure social justice among our students.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Admin will monitor small group lesson plan the last week of every month.

Instructional Staff will engage in data chats with students to provide feedback and help redirect or refocus the students' actions to help them achieve their personal learning goal and outcomes.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: By October 6, 2023, for the Fall data

Instructional Coaches will conduct walkthroughs to monitor curriculum implementation and inform future support needed per grade level.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Walkthrough one grade level per week and provide feedback.

PLTs will meet once a month in media center with leadership members to support instructional strategies and data disaggregation.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: K,1,2- the first Wednesday of every month 3,4,5- the 2nd Wednesday of every month

PLTs will utilize guiding document and circle map to drive discussions and actions to meet short and long term goals.

Person Responsible: Stephanie Walcott (stephanie.walcott@osceolaschools.net)

By When: Weekly on Wednesday's during PLTs

#3. Instructional Practice specifically relating to Science

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 2022-2023 Science assessment data, students in 5th grade, scored below the state average in science proficiency. Based on 2022-2023 Science scores, 49% of students in 5th grade were proficient. By providing all students with grade-level, rigorous levels of science instruction we can ensure that students receive the support and guidance necessary to be successful on all end of year assessments.

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

By the end of the 2023-2024 school year, Science proficiency will increase to 51% in 5th grade.

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

-Common formative and summative assessments, district progress monitoring, NWEA, data will be analyzed by the coach and grade level PLCs to inform decisions on instruction and plan for next possible steps to differentiate, remediate, reteach, or enrich
-MTSS meetings will be held with each grade level to collectively analyze the students' data and place students in Tiers based on their needs.
-Monthly Stocktake will be held to report progress to administration based on current data
-Administration and leadership team will monitor the PLC teams to ensure time is being used effectively and to evaluate the level of each team.
-Administration and leadership team will conduct walkthroughs to ensure teachers are providing tasks that are aligned to learning target and benchmark.
-Teachers will monitor learning during instruction to determine what students did or did not learn and what they can or cannot do through the CIM process.

Person responsible for monitoring outcome:

Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.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.)

To meet the needs of the diverse learners; administration, teachers, and staff will implement high-yield strategies that align with Marzano framework, and AVID foundations (WICOR) to ensure high-quality instruction for all students. Teachers will utilize CUPS and the 5E model lens for student learning. Teachers will focus on providing standards-based active learning instruction at the correct level of rigor during Tier 1 as well as implementing the use of EPRs to provide enrichment, practice and remediation based on the data collected. Student assessment data will be used to make informed decision and teams will use the PLC data analysis protocol sheet as evidence of student learning and to determine which instruction strategies are effective (DuFour & Mattos, 2016). The MTSS model and differentiation will be used to impact student achievement (Marzano, 2003).

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

Marzano high-yield strategies and AVID (WICOR) are research based and have proven to impact student achievement. These strategies have a positive effect on student engagement, meeting the needs of diverse learners, and strengthening instructional practices. On-going progress monitoring and utilizing common assessments will be used to identify instructional needs. Research also indicates that using the guaranteed viable curriculum is standards-based and has a direct correlation to student growth. The 5E

model lens for student learning and EPRs will be used to provide student with active learning experience as well as targeted tiered instructional support. All of the evidence-based interventions provided will aid to match academic assessment and instructional resources to each the student's need. (Marzano, 2003) (DuFour & Mattos, 2016) (Swanson, 2016)

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.

Coaching cycles will take place on a continuous basis to provide ongoing support to new and struggling teachers to ensure students are getting rigorous on grade level instruction.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Coaching Cycles will happen 1x per quarter for identified Tier 3 teachers..

Continuous progress monitoring through SchoolCity and NWEA will be utilized to inform instructional decisions and plan for differentiation.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: K,1,2- the first Wednesday of every month 3,4,5- the 2nd Wednesday of every month

ELL and ESE students will receive the necessary support through the collaboration of the ESOL specialist and the RCS to ensure equitable instruction for all students.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Admin will review small group lesson plans the last week of every month.

High Yield Strategies such as AVID and WICOR will be utilized daily within the ISN to strengthen collaborations and increase student engagement.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Thursday walkthroughs conducted by admin to monitor for desired outcomes and provide feedback.

Instructional Coaches will conduct walkthroughs to monitor curriculum implementation and active learning experience to inform future support needed per grade level.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: 1 grade level walkthrough every week

PLTs will meet once a month in media center with leadership members to support instructional strategies and data disaggregation.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: K,1,2- the first Wednesday of every month 3,4,5- the 2nd Wednesday of every month

PLTs will utilize guiding document and circle map to drive discussions and actions to meet short and long term goals.

Person Responsible: Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

By When: Weekly on Wednesday's during PLTs

#4. 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.

When students are educated in a safe, equitable learning environment where they are receiving integrated academic, social, and emotional supports that meet their individual learning needs, they can achieve their greatest potential in K-12 education, as well as in college or career education. Implementing programs designed to foster positive outcomes, such as SEL block and PBIS, have been found to have a profound impact on test scores and improved social behavior. Creating a positive school climate enables students to feel safe, it fosters strong student and staff relationships, and creates a supportive environment for learning. These types of programs teaches students how to handle challenging situations, how to make responsible decisions, and how to work collaboratively. According to Hattie (2017), student self-efficacy has an effect size of 0.92, resulting in a high impact on student achievement. There is relationship between high-quality attendance data and student achievement. "Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance" (NCES, 2009).

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

Data from the 2022-2023 school year revealed from the Panorama survey 2 that student Sense of Belonging was 68%, which was a decrease of 3% from survey 1. Students view on school climate was 67%, which was a decrease of 1% from survey 1. By the end of the 2023-2024, Lakeview's goal is to increase student sense of belonging to a goal of 75%, increase school climate to 75%, lower disciplinary referrals by 20% from 233 to 186, decrease suspensions by 20% from 42 to 34, increase positive referrals 24%, from 162 to 200, increase overall attendance from 92% to 95%.

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

Panorama survey is given two times a year to 3rd-5th graders, FOCUS behavior referral data will be reviewed and monitored monthly during PBIS meetings, MTSS behavior and attendance data will be reviewed during MTSS meetings and within teacher meetings as necessary, positive referral data will be reviewed during quarterly PBIS committee meetings. The leadership team will review PBIS, behavior, and attendance data for different subgroups during monthly Stocktake meetings and develop interventions as needed.

Person responsible for monitoring outcome:

Joyce Macky (joyce.macky@osceolaschools.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.)

1. Implementation of Tier I PBIS Framework for system of school culture
2. Implement a MTSS for attendance
3. Increase school, family, and community partnerships

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

According to Florida, PBIS (2016), implementing a Tier 1 PBIS framework can help support behavior that includes an ongoing process of research-based assessment, intervention and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors." According to the Florida PS/rti Project, MTSS can be

utilized as an intervention for "behavior support that includes an ongoing process of research-based assessment, intervention and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors." The National Center of Safe Supportive Learning Environments (2023), states that "a positive school climate is critically related to school success. For example, it can improve attendance, achievement, and retention and even rates of graduation." Sheldon and Epstein (2004), found that "school, family, and community partnership practices can significantly decrease chronic absenteeism"

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 teachers with professional development on PBIS framework during pre-planning.

Person Responsible: Nichole Krebs (nichole.krebs@osceolaschools.net)

By When: August 8th, 2023

Review school-wide expectations for students and staff.

Person Responsible: Jose Vazquez (jose.vazquez@osceolaschools.net)

By When: Pre-planning (August)

Monthly PBIS meeting with PBIS committee

Person Responsible: Nichole Krebs (nichole.krebs@osceolaschools.net)

By When: Third Wednesday of every month

Panorama survey

Person Responsible: Annamaria Fiola (annamaria.fiola@osceolaschools.net)

By When: semester 1 and semester 2

Monthly MTSS meetings to discuss student achievement, attendance, and behavior.

Person Responsible: Amber Todd (amber.todd@osceolaschools.net)

By When: Every Wednesday throughout the school year

Student positive phone calls

Person Responsible: Nichole Krebs (nichole.krebs@osceolaschools.net)

By When: Admin will make daily positive phone calls based on positive referrals.

Admin present school wide expectations during block for all grade levels.

Person Responsible: Nichole Krebs (nichole.krebs@osceolaschools.net)

By When: August 18th, 2023

Attendance goal tracker

Person Responsible: Nichole Krebs (nichole.krebs@osceolaschools.net)

By When: Monthly goal tracker identifying the percentage of each grade levels attendance

Students visit PBIS store utilizing their Splash cash they earned

Person Responsible: Megan Northrup (megan.northrup@osceolaschools.net)

By When: By the last day in every month

End of quarter student celebrations

Person Responsible: Megan Northrup (megan.northrup@osceolaschools.net)

By When: End of each quarter grade levels will participate in a student celebration. Celebrations determined by the PBIS committee.

Staff meetings to build school-wide culture and collaborative structures.

Person Responsible: Jose Vazquez (jose.vazquez@osceolaschools.net)

By When: Quarterly staff meetings

Family Newsletter with school information, upcoming events, around the town events, and information for families.

Person Responsible: Nichole Krebs (nichole.krebs@osceolaschools.net)

By When: Monthly newsletter- 1st of every month

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 Reading Coach and Title 1 Personnel support your SWD by working with small group instruction and montioring the data using school city.

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

Based on the 2022-2023 school data, K-2 data revealed that there were 50% or more of students who scored at least a level or higher on screening and progress monitoring tests. 53% of our 2nd grade students scored below proficiency on the PM 3 assessment. In kindergarten we had 43% and in first

grade we had 34% not proficient on the PM3 assessment. This indicates that our current 3rd grade (previous 2nd grade) are a targeted group.

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

Based on the 2022-2023 school data, 53% of students in 3rd grade did not score a level 3 on the state standardized assessment. This indicates productive action steps are necessary which include targeted Tiered 1, 2, and 3 instruction and a balanced literacy block to ensure higher levels of literacy achievement for all students. After desegregating data from FAST progress monitoring assessment, last year's third grade (now fourth grade) was identified as an area of focus this upcoming school year. School wide implementation of formative assessments in School City, REN, and FAST will be used to assess student achievement level in Reading/ELA. Our current fourth grade students in the lowest quartile will receive targeted interventions utilizing resources from the decision tree to strengthen phonics, word study, and reading comprehension skills.

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

Based on the 2022-2023 school data, K-2 data revealed that there were 50% or more of students who scored at least a level or higher on screening and progress monitoring tests.

Grades 3-5 Measurable Outcomes

Our ELA proficiency will increase by 4% from 49% to 53%. Our current 4th grade students will increase by 6%, from 47% to 53%.

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.

1.Administration, leadership team, and ELA coach will monitor the PLC teams to ensure time is being used effectively and to evaluate the level of each team.
2. 4th grade PLT will meet in media center 1x a month with leadership present to support instructional needs.
2.Literacy Coach will report progress on focus area each month through the Stocktake process.
3.Leadership team will monitor tiered instruction and formative assessment data during MTSS and PLC.
4.Leadership team will gather and discuss observational data from classroom walkthroughs.
5. Students in grades K-5 will complete REN progress monitoring for the beginning, middle, and end year.

6. Students will receive daily targeted instruction during weekly iii time and will progress monitoring utilizing the decision tree resources.

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

Walcott, Stephanie, stephanie.walcott@osceolaschools.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?

To meet the needs of the diverse learners; administration, teachers, and staff will implement high-yield strategies that align with Marzano framework and AVID foundations (WICOR) to ensure high-quality instruction for all students. Teachers will utilize CUPS and the district decision tree to guide Tier 1, 2, and 3 instruction. A balanced literacy block will be implemented with a focus on standards-based instruction and rigorous ELA tasks. Student assessment data will be used to make informed decision and teams will use the PLC data analysis protocol sheet as evidence of student learning and to determine which instruction strategies are effective (DuFour & Mattos, 2016) The MTSS model and differentiation will be used to impact student achievement (Marzano, 2003).

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?

AVID and Marzano high-yield strategies are research based and have proven to impact student achievement. These strategies have a positive effect on student engagement, meeting the needs of diverse learners, and strengthening instructional practices. On-going progress monitoring and utilizing common assessments will be used to identify instructional needs. Research also indicates that using the guaranteed viable curriculum is standards-based and has a direct correlation to student growth. The MTSS process will be used to match academic assessment and instructional resources to each student's need. (Marzano, 2003) (DuFour & Mattos, 2016) (Swanson, 2016)

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
All staff will be trained by district, literacy coach, and teacher leads in best practices for increasing student engagement and high-quality instruction.	Walcott, Stephanie, stephanie.walcott@osceolaschools.net
Staff will use progress monitoring data, classroom observations, and data analysis protocol sheet to identify individual student need and essential standards.	Walcott, Stephanie, stephanie.walcott@osceolaschools.net
Literacy coach and mentor teachers will conduct the coaching cycle with new or struggling teachers to increase student engagement and achievement.	Walcott, Stephanie, stephanie.walcott@osceolaschools.net
.Instructional staff will differentiate instruction using research based instructional strategies implementing the core curriculum and evidence-based intervention/enrichment.	Walcott, Stephanie, stephanie.walcott@osceolaschools.net
PLTs will utilize guiding document and circle map to drive discussions and actions to meet short and long term goals	Walcott, Stephanie, stephanie.walcott@osceolaschools.net
PLTs will meet once a month in media center with leadership members to support instructional strategies and data disaggregation. K,1,2- the first Wednesday of every month 3,4,5- the 2nd Wednesday of every month.	Walcott, Stephanie, stephanie.walcott@osceolaschools.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.

During the September 2023 SAC meeting, Lakeview Elementary will present and discuss the SIP and budget with all stakeholders to gather feedback. Schools will share flyers with students and post on school website and social media at least 7 days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide translation services in Spanish, as well as the translation of other meeting documents like the agenda. The SIP and meeting documents will be disseminated int he school's website, social media, and a hardcopy will be available in the school's front office. The SIP's progress will be monitor during the December 2023 SAC meeting by sharing data to evaluate the progress of the plan and effectiveness of the activities and determine if an amendment is needed.

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))

Lakeview Elementary plans to create a positive culture with parents, families, and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the school's Parent and Family Engagement Plan (PFEP), PFEP summary/brochure, school-parent compact and use of PFEP funds for improved academic achievement. The PFEP documentation will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/reminder calls, flyers and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and website. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals.

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))

Lakeview Elementary will implement Kagan Collaboration Learning strategies and AVID strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by 5 percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by 5 percent. Teachers will attend a three-day training in which they will learn to:
-effectively use data to group students and form collaborative teams
-use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, peer collaboration
-integrate the collaborative structures into their lessons

Lakeview Elementary is also AVID schoolwide. Teachers will continue to implement the knowledge, skills, and tools needed to accelerate the schoolwide impact of AVID and achieve the mission of ensuring college and career readiness for all students. Educators will align the AVID Framework of Instruction, Systems, Leadership, and Culture to create sustainable change to help every student succeed and prepare for college and career readiness.

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))

Lakeview Elementary coordinates the development of the School Improvement Plan alongside several federal, sate, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title iX for the implementation and support of students and families in transition.

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))

NA

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))

NA

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).

NA

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))

NA

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))

NA