

Orange County Public Schools

# Lake George Elementary



## 2020-21 Schoolwide Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>18</b>

# Lake George Elementary

4101 GATLIN AVE, Orlando, FL 32812

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

## Demographics

**Principal: Lauren Watson L**

Start Date for this Principal: 6/12/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## **SIP Authority**

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

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

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

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

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

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

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

To ensure every student has a promising and successful future

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Watson, Lauren	Principal	The principal facilitates weekly instructional resource team meetings to discuss instructional practices across campus. The principal also meets weekly with the entire resource team and the school's Parent Engagement Liaison to discuss issues that impact the school as a whole and to discuss Family Engagement Activities. Weekly, the Principal collaborates with the instructional resource team as well as grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Classroom walkthroughs are conducted to ensure instructional practices are aligned to the Florida standards.
Velez, Janiene	Guidance Counselor	The guidance counselor collaborates with the behavior specialist, dean, and MTSS coach to work together to support scholars with their behaviors as well as academics in most instances. They not only support the scholars but also work closely with teachers by providing them guidance and support on effective strategies and interventions they can implement to support their scholars. She also monitors our students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies and resources for shelter.
Abalo, Yaniret	Instructional Media	The Media Specialist offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goal. In addition, she maintains the media center as the hub of the school.
Dottavio, Carmen	Assistant Principal	The assistant principal collaborates with the instructional resource team identify and monitor instructional practices across campus. Weekly, she meets with teams during math PLCs to ensure instruction is aligned to the standards and best practices are utilized. The assistant principal conducts classroom walkthroughs and provides actionable feedback to individual teachers to monitor student progress and make recommendations for instructional changes.
Luyster, Michelle	Other	As the Intervention Specialist, Mrs. Luyster monitors the implementation and effectiveness of school wide tiered interventions. She meets every 3 weeks with PLCs to review the effectiveness of core instruction by analyzing data from formative assessments. During these meetings teachers identify strategies that have been most effective and make suggestions for instructional changes in the core curriculum. Teachers also

Name	Title	Job Duties and Responsibilities
		identify those students not meeting the standards who will require additional intervention. On a daily basis, the Intervention Specialist also conducts Tier III interventions for every grade level.
Montijo, Melissa	Dean	The Dean offers support in the area of behavior. She collaborates with the guidance counselor, the behavior specialist, individual teachers as well as grade level teams to implement positive behavior support systems.
Thomas, Nichelle	Other	As the instructional resource teacher, Mrs. Thomas monitors and coaches teachers on the use of the core reading program. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. She collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Strubbe, Aida	Instructional Coach	As the instructional coach, Mrs. Strubbe works closely with new teachers. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Littles, Danele	Other	As the Curriculum Resource Teacher, Mrs. Littles monitors and coaches teachers on the use of the core reading program. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Fitzpatrick, Kristin	Other	The staffing specialist monitors the accommodations provided to the ESE students and ensures their IEP plans are up to date and followed.
Diaz, Raquel	Teacher, K-12	The behavior specialist supports the EBD unit and ensures the academic and social emotional success of the students participating in our unit.

**Demographic Information**

**Principal start date**

Wednesday 6/12/2019, Lauren Watson L

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

33

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>



<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	18	66	76	65	102	69	0	0	0	0	0	0	0	396
Attendance below 90 percent	1	11	10	10	15	8	0	0	0	0	0	0	0	55
One or more suspensions	0	2	0	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	11	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	8	0	0	0	0	0	0	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	6	8	5	0	0	0	0	0	0	0	19

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 5/26/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	57%	57%	56%	56%	56%
ELA Learning Gains	61%	58%	58%	50%	55%	55%
ELA Lowest 25th Percentile	61%	52%	53%	49%	48%	48%
Math Achievement	52%	63%	63%	58%	63%	62%
Math Learning Gains	47%	61%	62%	46%	57%	59%
Math Lowest 25th Percentile	51%	48%	51%	44%	46%	47%
Science Achievement	54%	56%	53%	64%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	55%	-4%	58%	-7%
	2018	53%	55%	-2%	57%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	56%	57%	-1%	58%	-2%
	2018	46%	54%	-8%	56%	-10%
Same Grade Comparison		10%				
Cohort Comparison		3%				
05	2019	42%	54%	-12%	56%	-14%
	2018	43%	55%	-12%	55%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	58%	62%	-4%	62%	-4%
	2018	50%	61%	-11%	62%	-12%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	43%	63%	-20%	64%	-21%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		-13%				
Cohort Comparison		-7%				
05	2019	43%	57%	-14%	60%	-17%
	2018	46%	59%	-13%	61%	-15%
Same Grade Comparison		-3%				
Cohort Comparison		-13%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	45%	54%	-9%	53%	-8%
	2018	55%	53%	2%	55%	0%
Same Grade Comparison		-10%				
Cohort Comparison						

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	27	45	47	23	34	44	10				
ELL	47	64	68	40	58	69	37				
BLK	49	52		48	48		50				
HSP	52	59	61	45	47	57	46				
WHT	69	69		67	48		75				
FRL	49	53	56	44	44	49	45				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	29	24	30	31	48	50	25				
ELL	27	43	45	34	57	62	40				
BLK	61	57		55	33						
HSP	49	44	43	53	44	48	58				
WHT	72	65		75	58		88				
FRL	50	48	49	52	43	43	59				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Due to no testing data for the 2019-2020 school year 2018-2019 FSA data is still being considered for the 2020-2021 school Improvement Plan. The data component showing the lowest performance was learning gains in our bottom 25% in math. 51 % of our bottom 25% math students made a learning gain. This is consistent with data from the previous school year in that this is the lowest performing component; however, performance in this category has improved. Previously, only 44% of students in the bottom 25% made a learning gain.

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

Due to no statewide testing occurring for the 2019-2020 school year, there were no declines in any components.

**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**

Considering the 2018-2019 data, the biggest gap when compared to the state was in the area of science with only 45% of our students scoring proficient, compared to 52% at the state level. This data reflects all fifth graders.

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

For the 2018-2019 school year, the data component which showed the most improvement was bottom 25% in ELA with an increase from 49% to 63%. Contributing factors to the improvement included targeted intervention and a strategic reteach plan. These actions were continued for the 2019-2020 school year. I-Ready diagnostic data was reviewed for the 2019-2020 school year and based upon the outcomes, select actions steps will be kept for the 2020-2021 school year. These action steps included data-driven standards-based instruction, including targeted intervention and a strategic reteach plan.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Areas of concerns include the performance gap existing between our non-ESE and our non-ELL students and our ESE and ELL students. There is also a disparity among our white students and students of color.

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

1. Providing standards-based data-driven instruction to all students and monitoring their progress.
2. Ensuring our ESE and ELL students are provided their accommodations to level the playing field and monitor the effectiveness
3. Providing social emotional support for our students in need to ensure academic success.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Standards-based assessments will be provided to the grade levels to enable common monitoring of student proficiency and growth. The planning process will be guided by the standards which are to be taught and assessed. Once assessment data is collected, teachers will be better equipped to address student deficiencies for specific standards.

**Measureable Outcome:** Proficiency on the math FSA will increase by 8% while ELA proficiency will increase by 4%. Students with disabilities will show an increase in ELA and math by 3% on the math and ELA FSA.

**Person responsible for monitoring outcome:** Lauren Watson (lauren.limoncelliwatson@ocps.net)

**Evidence-based Strategy:** Data meetings will occur biweekly to desegregate common assessment data and drive instruction.

**Rationale for Evidence-based Strategy:** The teachers will work with the leadership team to develop a reteach plan to ensure students learn the material that is taught to ensure academic achievement.

**Action Steps to Implement**

Create a testing schedule of district and common assessments, and provide teachers with a copy of the common assessments to ensure backward design is implemented in the planning process.

**Person Responsible** Nichelle Thomas (nichelle.thomas@ocp.net)

Create a data spreadsheet that houses all the assessments and reteach progress monitoring that will be used during data analysis. Also, create a data meeting schedule with a structure for teachers to follow in order for the meetings to be productive.

**Person Responsible** Carmen Dottavio (carmen.dottavio@ocps.net)

Ensure that a leadership team member participate in the planning process and data meetings.

**Person Responsible** Carmen Dottavio (carmen.dottavio@ocps.net)



**#2. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Description: Build and establish a culture for social and emotional learning at our school with adults and students.  
 Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Positive Behavior system, Character education, and achievement recognition.

**Measureable Outcome:** Cognia survey results will continue to meet or exceed the district average of 4.64 for survey indicator 4.6: The school provides support services to meet the physical, social and emotional needs of the student population being served.

**Person responsible for monitoring outcome:** Carmen Dottavio (carmen.dottavio@ocps.net)

**Evidence-based Strategy:** Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students

**Rationale for Evidence-based Strategy:** In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

**Action Steps to Implement**

Trauma Informed Training for the staff

**Person Responsible** Lauren Watson (lauren.limoncelliwatson@ocps.net)

Culturally responsive training throughout the year for the staff

**Person Responsible** Aida Strubbe (aida.strubbe@ocps.net)

Targeted guidance social groups for students who show a desire or need.

**Person Responsible** Janiene Velez (janiene.velez@ocps.net)

School wide positive behavior plan that includes multiple ways to recognize students.

**Person Responsible** Melissa Montijo (melissa.montijo@ocps.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The leadership team will be monitoring all of our students, ESE, ELL, bottom 25% in both reading and math, to ensure adequate yearly progress is being made. A student services team will be developed to monitor the students who have a need of social emotional support and other supports they may need in order to be successful in school.**

## Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Lake George Elementary is a community school that truly embraces the families and all that the community has to offer. The student services team, consisting of the guidance counselor, dean, staffing specialist, intervention specialist, parent engagement liaison, social worker, school psychologist, and school resource officer, all meet monthly to discuss the needs of our students and how to ensure they have all they need to be successful. The academic team, consisting of the academic coaches, the intervention specialist, and the grade level team leaders, meet weekly to discuss the standards based lessons and differentiation that must occur to ensure all students succeed. The PTA meets monthly and along with the parent engagement liaison, plan a year of activities for our families that include both entertainment and knowledge. It is important to build our parents repertoire of academic activities they can do at home with their children to encourage success. The SAC meets monthly to provide overall suggestions to ensure academic success for all of our students.

Lake George encourages parents to attend all school activities through frequent communication via class dojo, the school newsletter, Connect Orange, and flyers. Parents are invited to attend Meet the Teacher, Open House, and parent conference nights. Parents are also encouraged to attend special family events such as science and literacy nights. These events are held monthly and are coordinated by our Parent Engagement Liaison and PTA.

### **Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	130-Other Certified Instructional Personnel	0301 - Lake George Elementary	General Fund		\$0.00
			<i>Notes: Instructional Coach- supports small group instruction, professional development</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0301 - Lake George Elementary	General Fund		\$5,000.00
			<i>Notes: Professional Development Coverage</i>			
					<b>Total:</b>	<b>\$5,000.00</b>