School District of Osceola County, FL

Thacker Avenue Elementary For International Studies

2019-20 Schoolwide Improvement Plan

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Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Valerie Martinez

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (45%) 2016-17: C (51%) 2015-16: C (45%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Thacker Avenue Elementary School for International Studies will guarantee a culture of rigorous, team-centered learning for ALL.

Provide the school's vision statement.

Ensure high levels of learning for all students at Thacker Avenue Elementary School for International Studies.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Tavarez-De La Fuentes, Yara	Principal	Job duties focus to ensure the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula. To ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district. To enable faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning. To establish high expectations for learning growth by all students. To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. To provide timely feedback to faculty on the effectiveness of instruction. To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Dabney, Wendi	Instructional Coach	Math and science coach focuses on student achievement by working with teachers to ensure quality implementation of research-based math and science programs. Support and assist classroom teachers in assessing the specific math and science needs of students. Provide opportunities for professional development.
Jimenez, Sussy	Instructional Coach	Literacy coach focuses on student achievement by working with teachers to ensure high-fidelity implementations of research-based reading program(s) and scientifically-based reading strategies/practices implemented in the school. To serve as a school Literacy coach and mentor by conducting model lessons, conducting professional development, observing classroom instruction, providing non-evaluative feedback on instructional practice and facilitating teacher meetings. To work with and collaborate with the school Multi-Tiered System of Support (MTSS) team in identifying student instructional needs, analyzing data, implementing school-wide instructional change, and helping to implement student intervention strategies. To facilitate implementation of state curriculum by providing technical assistance and on-going support for teachers as they identify authentic learning activities and materials, implement effective English Language Arts instructional strategies, and evaluate student progress.
Ziegler , Elizabeth	Instructional Coach	The PYP coordinator ensures the continuity of the programme through developing systems and documentation. This includes mapping the transdisciplinary program of inquiry, unit planners, daily planners, policy documents, guidelines for verification and evaluation, and continuum initiatives. A vital aspect of a PYP coordinator's role is collaborative planning with all teachers. This requires a deep understanding of what constitutes a good collaborative learning team with its variety of roles .A commitment to collaborative planning is central to the philosophy of the PYP . The PYP coordinator has a pivotal role in this process and works to ensure that the

Name	Title	Job Duties and Responsibilities
		standards for implementation are understood, and that the programme is planned, taught and assessed collaboratively.
Patel Kashan, Hiraly	Instructional Coach	Provide instructional mentoring to new to the profession teachers. In addition to mentoring, Instructional Mentors provide professional development in areas such as Florida Standards, culture and climate, implementing instructional strategies aligned to the Marzano Instructional Framework,classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. VEstablish and maintain a trustful, confidential and non-evaluative relationship with beginningteachers to help develop their autonomy as professionals; demonstrate skillful use of mentorlanguage2.Assist beginning teachers in reflecting on and analyzing their practice and reviewing student workto inform instruction and enhance student achievement; uses knowledge of equity principles todeepen beginning teachers' application of standards.
Shaw, Christine	Instructional Media	Committed to the improvement of the teaching -learning process through effective use of media. Serves a key person in the selection, creation, and use of materials and equipment which contribute substantially towards the improvement of learning for all students.
Martinez, Valerie	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. To assist the principal in ensuring the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula. To assist the principal in ensuring student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district; international assessments; and other indicators of student success adopted by the district and state. To assist the principal in enabling faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning. To establish high expectations for learning growth by all students. To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school

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	123	106	121	124	145	140	0	0	0	0	0	0	0	759
Attendance below 90 percent	45	26	30	27	26	24	0	0	0	0	0	0	0	178
One or more suspensions	3	1	1	3	0	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	33	40	0	0	0	0	0	0	0	73

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	6	4	8	21	24	20	0	0	0	0	0	0	0	83

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	1	9	8	10	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
41

Date this data was collected or last updated
Thursday 10/10/2019

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	
Attendance below 90 percent	36	21	25	24	22	18	0	0	0	0	0	0	0	146
One or more suspensions	6	1	5	2	8	6	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	37	3	5	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	31	43	24	0	0	0	0	0	0	0	98

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	3	0	0	11	14	9	0	0	0	0	0	0	0	37

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	
Attendance below 90 percent	36	21	25	24	22	18	0	0	0	0	0	0	0	146
One or more suspensions	6	1	5	2	8	6	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	37	3	5	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	31	43	24	0	0	0	0	0	0	0	98

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	3	0	0	11	14	9	0	0	0	0	0	0	0	37

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	44%	53%	57%	46%	53%	55%
ELA Learning Gains	50%	56%	58%	59%	55%	57%
ELA Lowest 25th Percentile	40%	51%	53%	64%	53%	52%
Math Achievement	50%	55%	63%	44%	57%	61%
Math Learning Gains	61%	59%	62%	59%	58%	61%
Math Lowest 25th Percentile	48%	45%	51%	48%	49%	51%
Science Achievement	44%	49%	53%	40%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	123 (0)	106 (0)	121 (0)	124 (0)	145 (0)	140 (0)	759 (0)
Attendance below 90 percent	45 (36)	26 (21)	30 (25)	27 (24)	26 (22)	24 (18)	178 (146)
One or more suspensions	3 (6)	1 (1)	1 (5)	3 (2)	0 (8)	1 (6)	9 (28)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (37)	0 (3)	0 (5)	0 (45)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (31)	33 (43)	40 (24)	73 (98)

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

NOTE: 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**	
03	2019	43%	51%	-8%	58%	-15%	
	2018	43%	51%	-8%	57%	-14%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2019	43%	51%	-8%	58%	-15%	
	2018	40%	48%	-8%	56%	-16%	
Same Grade Comparison		3%					
Cohort Comparison		0%					
05	2019	32%	48%	-16%	56%	-24%	
	2018	42%	50%	-8%	55%	-13%	
Same Grade Comparison		-10%					
Cohort Comparison		-8%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	43%	54%	-11%	62%	-19%	
	2018	48%	51%	-3%	62%	-14%	
Same Grade Comparison		-5%					
Cohort Comparison							
04	2019	54%	53%	1%	64%	-10%	
	2018	39%	53%	-14%	62%	-23%	
Same Grade Comparison		15%					
Cohort Comparison		6%					
05	2019	35%	48%	-13%	60%	-25%	
	2018	46%	52%	-6%	61%	-15%	
Same Grade Comparison		-11%					
Cohort Comparison		-4%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	37%	45%	-8%	53%	-16%	
	2018	36%	49%	-13%	55%	-19%	
Same Grade Comparison		1%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	21	44	46	22	50	54	23				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	37	46	38	48	60	50	33				
BLK	36	43		48	63		40				
HSP	43	51	44	48	61	49	43				
WHT	56	53		57	54		52				
FRL	41	47	42	46	59	47	42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	51	35	27	37	25	40				
ELL	38	52	46	39	42	36	16				
BLK	45	41		40	41		50				
HSP	44	53	41	46	44	37	34				
WHT	59	69		68	51		79				
FRL	46	53	43	45	45	33	37				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	50	50	12	31	33	13				
ELL	23	50	65	26	52	58	15				
BLK	42	74	62	41	56	36	40				
HSP	40	58	64	40	58	51	28				
WHT	65	51		59	67		76				
FRL	36	55	61	35	54	49	33				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
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	64
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
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%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The data component that performed the lowest is FSA ELA ESE Achievement at 21%.

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

The data component that showed the greatest decline from the prior year is FSA ELA ESE Achievement at 21%.

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.

The data component that had the greatest gap when compared to state average is Grade 5 FSA ELA and Math achievement levels.

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

The data component that showed the most improvement is FSA Math Gains at 16%.
Math computer lab coordinated by the Title I paraprofessional
Math coach is dedicated to support classroom teachers and math instruction

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the EWS data we have notices a continued concern with the number of students who's attendance is below 90 percent.

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

1. Improve ELA instruction
2. Improve Science instruction

3. Improve attendance of both students and staff
4. Focus on ELA and Math foundational skills
5. Coach teachers to consistently monitor student data.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy
Rationale	The data for literacy shows that ELA achievement is at 44%, ELA Gains is at 50% and ELA Lowest 25% Gains is at 40%. There was a decreased between 1 to 4% from the previous school year. The ESE subgroup shows the lowest performance in ELA achievement at 21% with a 12% decrease. When we looked closer into the data it shows that grade 5 decreased in ELA by 25% in comparison to the state average.
State the measurable outcome the school plans to achieve	ELA achievement will increase to 50%, ELA Gains will increase to 60% and ELA Lowest 25% Gains will increase to 50%. ESE and ELL subgroup achievement will increase by 10%
Person responsible for monitoring outcome	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Evidence-based Strategy	LSI and Hattie research shows that student learning is mostly impacted by teacher effectiveness, student collaboration on content knowledge and immediate feedback to students on their learning. Literacy Coach will progress monitor and provide feedback of implementation of Core Connections writing techniques. Teachers will provide formative evaluation of standards. Teachers will progress monitor student performance in programs that support learning in foundational skills. Lead Team will progress monitor and provide feedback on implementation of LSI techniques to support collective teacher efficacy. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If school team collaborates around the focus of student success, then it will create teacher efficacy to build their confidence in their teaching practices. Once teachers becomes confident in their practice, it will impact student learning. We will continue learning and implementing the LSI techniques to support teacher instruction. We will also train teachers on reading strategies using Jan Richardson's Next Step to Guided Reading.
Action Step	
Description	1. Teachers will attend Core Connections training for the writing techniques. Literacy coach will plan and progress monitor teacher instruction to support student learning. 2. Teachers will attend training provided by LSI of 8 LSI techniques. Lead team will support teachers in phases 1 and 3 of LSI technique to plan for assessments and to how to providing students with immediate feedback to assess their learning. 3. Provide professional development in the components of reading to support instruction in small group learning, guided reading, and vocabulary skills. 4. Lead team will support teachers in their learning of LSI techniques. Lead Team will provide immediate feedback on LSI techniques as needed and support peer to peer

learning.

5. Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team.

6. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

7. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-5.

8. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

9. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.

10. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Sussy Jimenez (sussy.jimenez@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	The standardized test score data shows that students are making minimal gains in math proficiency and learning gains. Formative assessment data reveals that students are not able to generalize math skills in different contexts. Mathematics problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work and approach problem-solving in various ways.
State the measurable outcome the school plans to achieve	Math gains will increase by 10%. Math proficiency will increase by 5% Teachers will plan for and implement conceptual understanding of math topics before learning skills. Research states students make progress in Math when the curriculum is focused, coherent and rigorous. In addition, students learn best when conceptual understanding is built before introducing skills. Teachers will plan and implement a focused, coherent and rigorous curriculum that builds conceptual understanding. Student math achievement data will be monitored through school and district common formative assessments. Tier 2 instruction will be intentionally planned for and implemented during iii Math for students who are at least one grade level below. Tier 3 students will be identified and intervention will be provided for students who are two grade levels below grade level.
Person responsible for monitoring outcome	Wendi Dabney (wendi.dabney@osceolaschools.net)
Evidence-based Strategy	Research shows that when students are not able to generalize the use of mathematical skills to solve problems in different contexts in math, they lack conceptual understanding. When students understand concepts in math, they are able to use procedural knowledge of math skills in a variety of contexts and are fluent with operations with numbers. Monitor data through formative, summative, and diagnostic assessments. MTSS meetings will be held monthly to analyze data and their effectiveness of programs/intervention placement. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If teachers plan and implement lessons that build conceptual understanding before introducing mathematical procedures,students are able to generalize math problems in different contexts. This improves student achievement.
Action Step	

Description	1. Lead team members will participate in math common planning time with teachers. 2. The math coach will monitor student progress and report through monthly Stocktake Meetings. 3. Students who are more than one grade level below will be identified and interventions will be planned with teachers and support staff. 4. Using Title I funds to offer IMPACT lab instruction and remediation support. 5. Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists (Success Criteria), and fluency checks. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math Coach. 6. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach. 7. District formative assessments will be given every four and a half weeks in all accountability areas. SWD will receive grade level instruction. 8. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 9. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.
Person Responsible	Wendi Dabney (wendi.dabney@osceolaschools.net)

#3	
Title	Ensure high Levels of science achievement for all students
Rationale	Students have made minimal gains in Science according to FCAT 2.0 scores.

State the measurable outcome the school plans to achieve	Research states elementary students make progress in Science when the curriculum is integrated into other subjects, inquiry based and hands on. Teachers will plan and implement an interdisciplinary, inquiry based, hands on curriculum in Science. Student science achievement data will be monitored through school common formative assessments.
Person responsible for monitoring outcome	Elizabeth Ziegler (elizabeth.ziegler@osceolaschools.net)
Evidence-based Strategy	Consistent implementation of the Elevate Science adopted program. Monitoring of science achievement through common formative assessments. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If students use the Elevate Science program as intended, they will engage students in inquiry based, hands on lessons that integrate with other subjects.

Action Step	
Description	1. Lead team members will participate in science common planning time with teachers to facilitate using the Elevate Science program. 2. The Math and Science Coach will monitor student progress and report through monthly Stocktake Meetings. 3. Weekly Science Incentives (Science Wars) will be planned and implemented with fidelity. 4. PLTW Lesson implementation 5. Data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school. 6. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension. 7. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. 8. Students will track their own learning through teacher provided success criteria 9. District formative assessments will be given every four and a half weeks in all accountability areas. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

10. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.
11. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible   Elizabeth Ziegler (elizabeth.ziegler@osceolaschools.net)

#4	
Title	Ensure a schoolwide post secondary culture for all students
Rationale	The data shows that Osceola's graduation rate is 82% which remains higher than the state average of 80.7%. According to UCLA "White Paper," "All students are prepared for a full range of post secondary options through structural, motivational, and experiential college preparatory opportunities." Underrepresented students need more awareness of what college is like—fewer will drop out after the first year. Students must learn about options for their future, about careers and education required as early as elementary school, with a specific focus beginning in middle school.
State the measurable outcome the school plans to achieve	Surveys will show that students at Thacker have a desire to attend college or any other post secondary options available to them.
Person responsible for monitoring outcome	Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)
Evidence-based Strategy	-Hang college posters/pennants from all types of schools -Faculty wear College apparel -Faculty research their alma mater and post in hallway -Invite recent grads back to share their experience Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Readiness for post secondary options makes sure that all students are able to be successful. Higher expectations and increased rigor has been shown to actually decrease the drop-out rate.
Action Step	
Description	1. School-wide expectations 2. Guidance support 3. Coordinate a school-wide Career Exhibit 4. Provide opportunities for our students to experience post secondary options 5. Celebrate College Week 6. Career Pipeline Field Trips 7. Provide opportunities for students to experience College Virtual tours
Person Responsible	Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.

State the measurable outcome the school plans to achieve	All ELA, Reading, Math, and Science PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data. All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020. ELA, Math, proficiency and gains will increase by 10% in all sub groups. Science proficiency will increase by 6% in all sub groups
Person responsible for monitoring outcome	Valerie Martinez (valerie.martinez@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Action Step	
Description	1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. 5. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising

plans on course progression of individual student's needs as a Collaborative team.
6. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.
7.School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.
8. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.

Person Responsible	Valerie Martinez (valerie.martinez@osceolaschools.net)

#6	
Title	Strengthen the process of identifying student needs and providing the appropriate interventions.
Rationale	Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
State the measurable outcome the school plans to achieve	The percentage of students in the lowest quartile showing learning gains will increase by 3%.
Person responsible for monitoring outcome	Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)
Evidence-based Strategy	The problem solving team/MTSS Coach/Guidance Counselor will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	The problem solving team/MTSS Coach/Guidance Counselor will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning.
Action Step	
Description	-Student data will be tracked through school-wide assessment tools (i-Ready and formative assessments) to identify and target specific students and areas not meeting proficiency. -Walkthroughs will be utilized to prioritize staff professional development needs and address areas of concern. -School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.
Person Responsible	Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

#7	
Title	Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.
Rationale	Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.
State the measurable outcome the school plans to achieve	We will increase attendance at family engagement events by 3%.
Person responsible for monitoring outcome	Jessica Ruiz (jessica.ruiz@osceolaschools.net)
Evidence-based Strategy	Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Our students will thrive as the school home partnership is strengthened. The partnership to guarantee high level of instruction and support for home will give our students the confidence they need to succeed.. Parent academies will strengthen the knowledge for home support to students.
Action Step	
Description	1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish. 2. All staff will regularly encourage parent and student participation in after-school events. 3. Staff will use phone and meeting logs to track parent contact with staff. 4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families. 5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.
Person Responsible	Jessica Ruiz (jessica.ruiz@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.
Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

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

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

		2110	130-Other Certified Instructional Personnel	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$25,000.00
2	**III.A.**		**Areas of Focus: Ensure high levels of mathematics achievement for all students**				**$25,000.00**
	Function		Object	Budget Focus	Funding Source	FTE	2019-20
		2110	130-Other Certified Instructional Personnel	0101 - Thacker Avenue Elem For International Studies	Title, I Part A	2.0	$25,000.00
				Notes: Math Coach			
3	**III.A.**		**Areas of Focus: Ensure high Levels of science achievement for all students**				**$25,000.00**
	Function		Object	Budget Focus	Funding Source	FTE	2019-20
		2110	130-Other Certified Instructional Personnel	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$25,000.00
				Notes: Science Coach			
4	**III.A.**		**Areas of Focus: Ensure a schoolwide post secondary culture for all students**				**$20,000.00**
	Function		Object	Budget Focus	Funding Source	FTE	2019-20
		2110	160-Other Support Personnel	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$20,000.00
				Notes: Parent Liaison			
5	**III.A.**		**Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.**				**$20,000.00**
	Function		Object	Budget Focus	Funding Source	FTE	2019-20
		2110	150-Aides	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$20,000.00
				Notes: Lad paraprofessional			
6	**III.A.**		**Areas of Focus: Strengthen the process of identifying student needs and providing the appropriate interventions.**				**$0.00**
7	**III.A.**		**Areas of Focus: Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.**				**$0.00**
						Total:	**$115,000.00**