School District of Osceola County, FL

Reedy Creek Elementary School

2020-21 Schoolwide Improvement Plan

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Reedy Creek Elementary School

5100 EAGLES TRL, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Katie Adams

Start Date for this Principal: 8/10/2020

2019-20 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (52%) 2017-18: C (51%) 2016-17: B (55%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Reedy Creek Elementary School, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever changing, diverse society.

Provide the school's vision statement.

At Reedy Creek we care enough about our students to make sure we meet the individual needs of every student.

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
Miranda, Joanie	Principal	Instructional and organizational leader of the school. Guides and facilitates all stakeholders to ensure student achievement.
Lopez, Angel	Assistant Principal	Assists principal in attaining goals regarding student achievement. Acts as leader of school in absence of principal.
Langley, Ashlee	Instructional Coach	Math and science coach who is responsible for assisting teachers with math and science curriculum including but not limited to providing resources, modeling lessons through coaching cycles, providing feedback, and conducting professional development.
Lacey, Jessica	School Counselor	Responsible for providing social emotional support, mental health counseling, career and college readiness coaching and academic support to all students through a multi-tiered system of support.
Singh, Klran	School Counselor	Responsible for providing social emotional support, mental health counseling, career and college readiness coaching and academic support to all students through a multi-tiered system of support.
Beahm, Michael	Teacher, K-12	K-2 Interventionist responsible for providing intensive interventions in reading and math to students in grades kindergarten through second.
Reid, Jasmine	Instructional Coach	Literacy coach who is responsible for assisting teachers with reading and writing curriculum including but not limited to providing resources, modeling lessons through coaching cycles, providing feedback, and conducting professional development.
Munoz, Mariangelik	Teacher, K-12	3-5 Interventionist responsible for providing intensive interventions in reading and math to students in grades third through fifth.
Cramer, Emily	Teacher, ESE	ESE Resource Compliance Specialist
Moraguez, Amanda	Other	ESOL Compliance Specialist

Demographic Information

Principal start date

Monday 8/10/2020, Katie Adams

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.*

16

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.*

31

Total number of teacher positions allocated to the school

54

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (52%) 2017-18: C (51%) 2016-17: B (55%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	104	137	143	147	138	156	0	0	0	0	0	0	0	825
Attendance below 90 percent	20	59	42	49	30	29	0	0	0	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	34	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	34	0	0	0	0	0	0	0	35

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	1	24	0	0	0	0	0	0	0	25

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

Date this data was collected or last updated

Thursday 9/10/2020

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	136	147	139	155	150	191	0	0	0	0	0	0	0	918
Attendance below 90 percent	0	0	0	2	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	5	16	23	5	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	3	31	26	0	0	0	0	0	0	0	60

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	5	11	23	21	0	0	0	0	0	0	0	60

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	5	3	6	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	1	3	1	6	1	1	0	0	0	0	0	0	0	13

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	136	147	139	155	150	191	0	0	0	0	0	0	0	918
Attendance below 90 percent	0	0	0	2	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	5	16	23	5	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	3	31	26	0	0	0	0	0	0	0	60

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	5	11	23	21	0	0	0	0	0	0	0	60

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	5	3	6	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	1	3	1	6	1	1	0	0	0	0	0	0	0	13

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	54%	53%	57%	52%	53%	55%
ELA Learning Gains	59%	56%	58%	52%	55%	57%
ELA Lowest 25th Percentile	56%	51%	53%	54%	53%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	52%	55%	63%	59%	57%	61%
Math Learning Gains	56%	59%	62%	63%	58%	61%
Math Lowest 25th Percentile	44%	45%	51%	54%	49%	51%
Science Achievement	45%	49%	53%	51%	54%	51%

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	48%	51%	-3%	58%	-10%
	2018	49%	51%	-2%	57%	-8%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	51%	51%	0%	58%	-7%
	2018	46%	48%	-2%	56%	-10%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	52%	48%	4%	56%	-4%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		11%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	54%	-11%	62%	-19%
	2018	49%	51%	-2%	62%	-13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	56%	53%	3%	64%	-8%
	2018	57%	53%	4%	62%	-5%
Same Grade Comparison		-1%				
Cohort Comparison		7%				
05	2019	45%	48%	-3%	60%	-15%
	2018	50%	52%	-2%	61%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	45%	-5%	53%	-13%
	2018	32%	49%	-17%	55%	-23%
Same Grade Comparison		8%				
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	29	50	53	33	59	56	29				
ELL	44	54	49	42	54	41	38				
BLK	53	63		40	43	25	44				
HSP	52	58	53	51	59	44	40				
MUL	64	18		64	45						
WHT	59	62	58	60	56	64	56				
FRL	50	56	51	49	51	38	36				

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	37	53	36	39	68	58	48				
ELL	44	56	51	49	67	65	27				
ASN	60			80							
BLK	40	48		43	43		21				
HSP	48	54	49	54	60	52	33				
MUL	63	45		63	64						
WHT	59	60	42	62	67	53	53				
FRL	47	50	45	53	58	50	33				

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	9	41	35	26	56	57	18				
ELL	44	52	61	55	64	64	30				
BLK	48	45		42	40		36				
HSP	50	51	60	57	64	57	44				
MUL	64			73							

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
WHT	53	56	36	64	68	50	72				
FRL	47	51	52	56	61	57	45				

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)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	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
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0

Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	60
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	48
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.

Math learning gains of the lowest 25% were at 44% in 2018-19 which was the lowest data component.

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

Math learning gains of the lowest 25% dropped from 49% in 2017-18 to 44% 2018-19. The RCES leadership team believes there is a need to reassess Tier One instruction and intensive interventions for math.

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.

Third grade math proficiency at Reedy Creek was 43% and the state average for third grade was 62%. Leadership team noticed a need to reassess the support model for content with third grade teachers, that were new.

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

Reading learning gains of the lowest 25% improved from 47% in 2017-18 to 56% in 2018-19. Greater emphasis was placed on guided reading and evidence based writing.

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

Attendance and tardiness need to be remedied so that students are not missing instructional time.

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

1. Lowest 25% Math and Math Learning Gains
2. Strengthen Tier One Core instruction for ELA and Math and interventions for ELA and Math
3. 3rd Grade Math Achievement
4. ELL Achievement in ELA and Math
5. ESE Achievement in ELA and Math

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensure high levels of learning for all students in the area of literacy and increase ELA learning gains. There was an increase in the ELA proficiency and learning gain percentage in 2018-2019, but there is still potential for growth with student subgroups; specifically, ESE and ELL students. By supporting these subgroups, there is likelihood in increasing gains for these subgroups and being a high performing school.
Measurable Outcome:	-Increase ELA lowest 25% learning gains to 60%. -Increase ELA learning gains to 62%. -Increase ELA achievement to 57%.
Person responsible for monitoring outcome:	Jasmine Reid (jasmine.reid@osceolaschools.net)
Evidence-based Strategy:	Teachers will use data from NSGRA and DIBELS to guide classroom instruction. Also, Tier 1 instruction must be on grade level with instruction aligning to state standards. The expectations and the curriculum will not be altered for any student, however, teachers will use effective ESE strategies, ELLevation, and AVID strategies to reach all learners. Additional strategies such as differentiated instruction, collaborative planning, and small group instruction will drive teacher's instruction as they work to meet specific learning objectives and ensure that students are equipped with the literacy skills, they need to be successful. 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. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check is on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy:	If teachers use student data from NSGRA and DIBELS assessments to guide instruction, then students will receive differentiation in content, assessment, process of learning and environment based on their needs and have a higher probability to increase academic achievement (Tomlinson & Moon, 2013). Researched based practices such as AVID strategies and the use of Core Connections and Court Core will strengthen Tier 1 teacher effectiveness and support differentiation.

Action Steps to Implement

1. Literacy coach will meet with grade level PLCs to plan lessons based on data and will model lessons for teachers. Also, will provide professional development on guided reading and effective reading instruction strategies. Support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold core instruction to increase student achievement.
2.School Stocktakes meetings will take place monthly to report progress on the area of focus.
3. Leadership team will conduct classroom walk-throughs to ensure that teachers are using ELA resources from the curriculum.
4. 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.
5. Reinforce reading skills through Open Court resources and instill a culture of literacy and emphasis on reading.

Person Responsible Jasmine Reid (jasmine.reid@osceolaschools.net)

5. 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. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.
6. Teachers will deliver 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 Emily Cramer (emily.cramer@osceolaschools.net)

7. Interventionists will support students in small groups based on areas of need.
8. Support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold core instruction to increase student ELA achievement.
9. Monitor the implementation of AVID/WICOR strategies in 2nd-5th grades.9.
10. 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 by the literacy coach. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Students will be provided Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

Person Responsible Jasmine Reid (jasmine.reid@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Ensure high levels of learning for all students in the area of math and increase learning gains. The overall proficiency in math dropped from 56% in 2017-2018 to 52% in 2018-2019. The third-grade achievement level was at 43%, 19 points lower than the state average. Learning gains of the lowest 25% in math dropped from 49% in 2017-2018 to 44% in 2018-2019. Additionally, there was a significant drop in achievement levels and learning gains in our ESE and ELL student subgroups in 2018-2019.
Measurable Outcome:	Increase Math lowest 25% learning gains to 50%. Increase Math learning gains to 60%. Increase Math achievement to 57%. Increase ELL Math achievement to 30%. Increase ESE Math achievement to 30%.
Person responsible for monitoring outcome:	Ashlee Langley (ashlee.langley@osceolaschools.net)
Evidence-based Strategy:	Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers (Conderman & Hedin, 2012). Hence, teachers will use data from common formative assessments to inform instruction. Teachers will use ESE, ELLevation, and AVID strategies to reach all learners. Ensure that rigorous, student-centered instruction occurs daily through standards based planning and appropriate scaffolding of content to assure the understanding of mathematical concepts. 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. 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 implement the mathematics curriculum with fidelity and plan for rigorous standard based instruction with appropriate scaffolding of content for struggling learners, then understanding of mathematical concepts will increase thus increasing student achievement.

Action Steps to Implement

1. Math coach will meet with grade level PLCs to plan lessons based on data and will model lessons for teachers.
2. Math coach will provide professional development on math curriculum support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold core instruction to increase student achievement.
3.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.
4. Individual 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 provide leadership with the opportunity to monitor specific students and recognize grade level or content specific trends across the school.

Person Responsible Ashlee Langley (ashlee.langley@osceolaschools.net)

5. School Stocktakes will take place monthly to report progress on the area of focus.
6. Support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold core instruction to increase math student achievement.

Person Responsible Ashlee Langley (ashlee.langley@osceolaschools.net)

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

Person Responsible Emily Cramer (emily.cramer@osceolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Ensure high levels of learning for all students in area of science. Science achievement improved from 37% in 2017-2018 to 45% in 2018-2019. However, the leadership team at Reedy Creek Elementary believes that with more support the goal of 50% proficiency can be attained.
Measurable Outcome:	Increase science achievement from 45% to 50%
Person responsible for monitoring outcome:	Ashlee Langley (ashlee.langley@osceolaschools.net)
Evidence-based Strategy:	Teachers will use 5E model apply Data Tracking Student by Standard, and use other research- and standards-based resources to provide Science instruction that will increase student achievement. Teachers will also incorporate ESE, ELL, and AVID strategies to meet the needs of all learners. 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 halfway point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy:	Teachers need to base decisions on a variety of data sources (Conderman & Hedin, 2012). If teachers use standards-based resources and data from Science Progress Monitoring assessments to guide instruction, then student achievement will increase.

Action Steps to Implement

1. Math/Science coach will plan with grade level PLCs and provide teachers with resources to conduct hands on activities. Leadership team will visit classrooms to monitor implementation of resources.
2. Individual 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.
3. Science content will be integrated into the literacy block.
4. Teachers will provide interventions based on Science Assessment Data as needed and reassess students to monitor their learning. Data will be presented at Stocktake Meetings.
7. Support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold core instruction to increase math student achievement.

Person Responsible	Ashlee Langley (ashlee.langley@osceolaschools.net)

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

Person Responsible Emily Cramer (emily.cramer@osceolaschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Strengthen collaborative processes to ensure that the learning needs of all students are met. 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.
Measurable Outcome:	All grade level 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 3% in all sub groups. -Science proficiency will increase by 3% in all sub groups
Person responsible for monitoring outcome:	Joanie Miranda (joanie.miranda@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. According to Bean and Lillenstein (2012) teams that collaborate, reflect and inquire about solutions help improve student learning. 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.
Rationale for Evidence-based Strategy:	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the process to guide the instruction, then student achievement will increase. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. Formative assessment scores for Math, ELA, and Science PLCs.

Action Steps to Implement

1. 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.
2. Principal, assistant principal and leadership team will conduct walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.
3. Professional development on collaborative teaming will be conducted throughout the year to build shared knowledge of PLC processes.
4.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.
5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.
6. Principal will meet with PLC leaders to discuss areas of need.

Person Responsible	Joanie Miranda (joanie.miranda@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Maintaining a safe and successful learning environment is as critical to improving student achievement as rigorous instruction. For all students to perform at their highest level they must feel safe physically and emotionally.
Measurable Outcome:	By creating a physically and emotionally safe learning environment for all students to meet their full potential, students will exhibit lower discipline reports and demonstrate improvement in overall achievement.
Person responsible for monitoring outcome:	Jessica Lacey (jessica.lacey@osceolaschools.net)
Evidence-based Strategy:	CASEL (Sanford Harmony Kit) provides educators with the tools to foster social connections among all students, and to support the social, emotional, and cognitive skills students need to successfully negotiate peer interactions, develop positive peer relationships, and thrive in school.
Rationale for Evidence-based Strategy:	Students to perform at their highest level when their basic emotional needs are met they must feel safe physically and emotionally. Sousa and Tomlinson (2011) describe the importance constructing social interactions because they generate positive emotions that will develop executive functions, and therefore enhance learning and retention. Promoting learning environments that may provide the basic emotional needs of students will help them better engage into the learning process.

Action Steps to Implement

1. Deliver social skills (Harmony) lessons to all students and revisit areas students struggle within a monthly basis by grade level.
2. Discuss ways to assist students that are having difficulty at school due to social- emotional issues during monthly meetings.
3. Provide support to staff and parents on how to better address social emotional skills of students.
4. Provide support in digital format to all students through the RCE Counselor Connection Newsletter shared weekly.

Person Responsible	Jessica Lacey (jessica.lacey@osceolaschools.net)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Although no subgroups have been falling below federal index, there is still potential for growth with student subgroups; specifically, the ELL and SWD subgroup. By supporting these subgroups, there is likelihood in increasing achievement for these subgroups and being a high performing school.
Measurable Outcome:	Increase ELA and Math achievement for ELL and SWD subgroups.
Person responsible for monitoring outcome:	Angel Lopez (angel.lopez@osceolaschools.net)
Evidence-based Strategy:	Teachers serving students with disabilities will participate in collaborative planning with the ELA and Math instructional coaches. The continuous improvement process will be utilized to discern strengths and areas of concern, targets, root causes, and action steps for core instruction and intervention. The communication loop between all stakeholders will be strengthened and documented through collaborative planning, PLC, and parent/teacher communication logs.
Rationale for Evidence-based Strategy:	Systems alignment of teaching an learning is key to student progress by setting objectives, activities, and assessments that promote the opportunity for all students to learn critical curriculum content by meeting students needs (Marzano, Warrick, Rains, & Dufour, 2018).Teachers collaborating with the academic coaches will ensure stronger curriculum being executed within the learning experiences in classrooms. With the stronger curriculum and support interventions, SWD and ELL students will be able to increase their academic achievement while receiving accommodations to instruction according to their needs.

Action Steps to Implement

1. 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. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.
2. RCS and leadership will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. Teachers will use effective ESE strategies and AVID strategies to reach all learners.

Person Responsible Emily Cramer (emily.cramer@osceolaschools.net)

3. Leveled Literacy Intervention materials will be used for students with disabilities and ELL students who struggle in the area of reading.
4.Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and monitored by the ECS who will also monitor data and use data to assist teachers in implementing the best ELL strategies for their needs.
5. Additional strategies such as differentiated instruction, collaborative planning, and small group instruction will drive teacher's instruction during core instruction as they work to meet specific learning objectives and ensure that their students are equipped with the literacy, math and science skills, they need to be successful.

Person Responsible Amanda Moraguez (amanda.moraguez@osceolaschools.net)

#7. Other specifically relating to school wide post-secondary culture for all students (AVID)	
Area of Focus Description and Rationale:	Ensure a school wide post-secondary culture for all students. By creating a post-secondary culture for our students, we will be providing the tools, self-efficacy, social-emotional and critical thinking skills they need to succeed in 21st century society.
Measurable Outcome:	By implementing AVID based instructional strategies in grades 1-5 and promoting an overall school culture of college and career readiness, there will be an increase on student achievement based on the increase in the WICOR of the content being delivered.
Person responsible for monitoring outcome:	Joanie Miranda (joanie.miranda@osceolaschools.net)
Evidence-based Strategy:	AVID's proven learning support structure, known as WICOR, incorporates teaching/ learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.
Rationale for Evidence-based Strategy:	Drumwright, Pengra, and Potts (2016) suggest that students can successfully achieve when they are held for high expectations and receive appropriate support in a safe environment that empowers them to grow intellectually. Therefore, if teachers implement AVID strategies with fidelity to reach all learners, then students will grow in writing, inquiry, collaboration, organization, and reading to promote college and career readiness.

Action Steps to Implement

1. AVID site team meets on a monthly basis to discuss school-wide AVID implementation and provides professional development for new teachers.
2. Provide PL opportunities for staff to incorporate WICOR strategies into daily lessons, focusing on designing and implementing sessions on writing to learn through FNT, inquiry, organization of time and materials, and collaboration strategies.
3. The school will host family involvement nights where teachers model the implementation of AVID in their classrooms with an emphasis on WICOR. Grade levels will take turns showcasing their classrooms at these parent nights. There will be one involvement parent night per semester.

Person Responsible	Angel Lopez (angel.lopez@osceolaschools.net)

4. School counselors and AVID site team encourage an atmosphere of college and career readiness (Wednesday college shirt day, classroom decor, etc.) and will promote student involvement in College and Career Week.

Person Responsible	Klran Singh (klran.singh@osceolaschools.net)

Additional Schoolwide Improvement Priorities

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

Develop and implement attendance incentive programs and competitions. Strengthen student attendance process to address and support the needs of students across all Tiers on an ongoing basis.

Students with a higher attendance rate, have a higher chance of being successful academically. Therefore, determining the barriers that impede a student from attending school is the first and most important step to help students succeed academically. Also, it will be necessary to review attendance taking process and school-wide strategies for positive attendance. Leadership team will elaborate strategies to engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

Increase parent and family engagement to improve student achievement. Research has shown, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Our responsibility as a school is to ensure that parents are aware of school events and ways that they can become more involved in their child's education. Therefore, RCES will continue to improve efforts to build relationships with families and the community to foster a positive school climate and promote high academic achievement for students.

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.

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction and holds staff responsible for implementing any changes. It frequently communicates high expectations for all students through programs such as AVID program and ambassadors club.

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff.

The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. Leaders demonstrate how these beliefs manifest in the school building by:
1. Engaging in collaborative planning
2. Displaying student work and achievements throughout school

3. Establishing a clear code of conduct for students and adults with input from students, families, and school personnel has been created.
4. Engaging in PLCs meetings to routinely examine data to look for themes/patterns among student groups and better support ALL students for success

Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. Teachers' lesson plans draw on the diverse interests and experiences of students.

The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result.

Finally, the school provides all teachers with training on social and emotional skills, culturally competent, and management.

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

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

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	7011-DEFAULT AVERSION FEE	0301 - Reedy Creek Elementary School	Other		$1,500.00
			Notes: Notes: Funding will be used for providing materials and resources for class interventions and increasing student achievement.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	500-Materials and Supplies	0301 - Reedy Creek Elementary School	Other		$2,000.00
			Notes: Notes: Funding will be used for providing materials and resources for class interventions and increasing student achievement.			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	500-Materials and Supplies	0301 - Reedy Creek Elementary School	Other		$600.00
			Notes: Notes: Funding will be used for providing materials and resources for class interventions and increasing student achievement.			
4	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6120	500-Materials and Supplies	0301 - Reedy Creek Elementary School	Other		$600.00
			Notes: Notes: Funding will be used for providing resources for promoting SEL.			
6	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: school wide post-secondary culture for all students (AVID)**				**$0.00**
					Total:	**$4,700.00**