Thacker Avenue Elementary For International Studies

2020-21 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: 6/1/2020

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
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 (48%) 2017-18: C (45%) 2016-17: C (51%) 2015-16: C (45%)
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.](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 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	82%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Thacker Avenune Elementary School for International Studies aspires to develop students who have the perseverance and dedication to successfully navigate and take ownership of their comprehensive school journey, academically, socially, physically and emotionally.

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
Shenuski, Tracy	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.
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

Name	Title	Job Duties and Responsibilities
		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
Hesse, Cathy	Instructional Coach	As the IB Coordinator, Ms; Hesse is responsible for facilitating the development and the implementation of our approved Programme of Inquiry. These trans-disciplinary themes are central to the foundations necessary to create globally minded learners at every grade level VPK-grade 5. Mrs. Hesse will participate, lead and foster professional development as we enter the re-authorization and evaluation process this school year. Her reading endorsement will also allow us to continue working with literacy at high levels.
Schron, Jennifer	Instructional Coach	The Literacy Coach focuses on student progress by working with teachers to ensure implementation of research-based reading programs and strategies with fidelity. Our coach serves as an instructional mentor by conducting lessons, modeling best-practice, working with student groups, providing non-evaluative instructional feedback, assessing student progress, and providing inout on the intervention and enrichment processes. (MTSS). Her work includes analyzing literacy data to identify trends and develop plans to meet student needs. She provides technical assistance, provides training and helps engage parents through our outreach opportunities.

Demographic Information

Principal start date
Monday 6/1/2020, Valerie Martinez

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.*
10

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

53

Demographic Data

2020-21 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
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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.	

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	61	0	0	0	0	0	0	0	0	0	0	0	0	61
Attendance below 90 percent	11	7	19	15	15	14	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	10	13	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	1	4	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	36	0	0	0	0	0	0	0	36

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	4	4	0	0	0	0	0	0	0	8

The number of students identified as retainees:

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

Date this data was collected or last updated
Monday 8/31/2020

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	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	

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	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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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%	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
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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.

State-wide data from 2018-2019 indicates that our lowest area of achievement was for the SWD subgroup on ELA performance at 21%. Students are ranging from 2-4 years below grade level by the time they enter 3rd grade. This makes closing the achievement gap very difficult. In addition, the predominance of newly enrolled students with IEPs from other states and districts has increased caseload and created a need for more resources.

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

The greatest decline was FSA achievement of our SWD at 21% This was a decline of 12% over the 2017-2018 school year.Students are ranging from 2-4 years below grade level by the time they enter 3rd grade. This makes closing the achievement gap very difficult. In addition, the predominance of newly enrolled students with IEPs from other states and districts has increased caseload and created a need for more resources.

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 with the largest gap when compared to the state average was Grade 5 FSA achievement in both ELA and Math. There is a 24% (ELA) and 25%(Math) difference between the school and state achievement scores. One predominant trend is teacher retention in the grade level. Each year there has been teacher turnover ranging from 2-4 members of the 5th grade team. This creates inconsistent instructional practice.

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 for the 2018-2019 school year was overall FSA Math Learning Gains at 16%. The school implemented a math computer lab opportunity for students. This lab was coordinated by the Title I paraprofessional and the Math Coach. The Math Coach provided dedicated support to classroom teachers aimed at improving rigorous , standards-aligned math instruction that met the demands of the assessment process.

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

Early Warning System data indicates that attention is needed in re-engaging learners whose attendance is below 90% and learners who are experiencing social/emotion/behavior issues.

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

1. Learner engagement in high-quality rigorous tasks in core content areas (digital & live instruction)
2. Address social-emotional-behavior needs school-wide through PBiS
3.Teacher retention and instructional consistency with attention to the IB mindset

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	High-quality, standards-aligned tasks with instructional practices that provide opportunity for all students to learn at high levels is part of a solid Tier 1 instructional program. Working collaboratively, using real-time student data to drive instruction will assist teachers in ensuring all students are making 1.5 years of expected growth in an accelerated environment. By focusing our IB units around the most essential standards we can meet students academic needs as a collaborative cohort of instructors. Common formative assessments and high-quality summative assessments will inform practice throughout each IB transdiciplinary unit and promote refinement of the content and the instruction. Sub-group analysis can and will be conducted throughout the units to insure that ALL students are meeting or exceeding expectation. These sub groups include English language learners and students with disabilities, who are disproportionately represented in performance. Throughout each unit , the collaborative approach to planning and instruction will lead to student mastery that includes opportunities for both intervention and enrichment in every classroom to make sure every child has access to a viable and rigorous curriculum.
Measurable Outcome:	The intended outcome of this focus is to ensure that the collaborative instructor practices result in increased student achievement in ELA for all sub-groups, particularly EL and SWD performance. Our goal is to accelerate students by at least 1.5 years growth in core content areas.The data from 2018-2019 shows that ELA was at 44%, ELA gains was at 50% and lowest quartile gains were 40%. The ESE subgroup shows the lowest achievement at 21%, this was a 12% decline. Upon closer examination the 5th grade data decreased by 25% in comparison to the state average from 2017-2018. Overall Goals ELA Achievement= 49% ELA Learning Gains= 55% ELA Lowest 25% Gains= 44% Subgroup data will improve by reducing the percentage of students not proficient by 10% or more.
Person responsible for monitoring outcome:	Jennifer Schron (jennifer.schron@osceolaschools.net)
Evidence-based Strategy:	Instructional personnel will plan for instruction using collaborative structures (PLC) focused on Tier 1, Tier 2, and Tier 3 student needs using student evidence from class, performance on diagnostics with NWEA, results from NSGRA and the formative assessments in school city.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student evidence of learning serves as a critical role in teacher decision making and meeting learner needs. Additionally, collaborative analysis of formative and summative assessments can be used to adjust instruction in a way that significantly improves students' achievement., including ELLS and SWDs.Marzano (2003), Reeves (2010) DuFour et. al (2010).Professional learning communities have the power to increase the proficiency of both students understanding of content and the proficiency and content understanding of teacher. The collaborative structures put in place will guide effective implementation of PLC in digital and face to face wortk with our teams. The monitoring of these structures will help create a system focused on student evidence of learning that is aligned to the required content standards.

Action Steps to Implement

1. The leadership team trains the staff during pre-planning on school data, professional learning communities, multi-tiered system of support, positive behavior intervention supports, the Ib primary years programme, social emotional learning, and equity in opportunities for student. This is the foundation of the work in systems development to come throughout the year.

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

2.Instructional coaches will work with teachers to implement the essential standards identified in the IB transdisciplinary unit/CUPS, and use student performance data to determine needs for tiered support in a just in time manner. Reflection on progress on instructional progress will part of this on-going PLC cycle. These are 6 week unit cycles.

Person Responsible   Cathy Hesse (cathy.hesse@osceolaschools.net)

3.The leadership team will monitor support for implementation of PLCs and through a solution-focused stocktake approach, assist teams with adjusting instruction to meet and exceed student needs. Weekly and Monthly meetings will be held both in small group and with a school wide focus as needed to address the data.

Person Responsible   Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

4. On-going professional development will be provided that address practices related to academic teaming, student engagement, language acquisition, classroom management, and interdisciplinary instruction for IB.

Person Responsible   Jennifer Schron (jennifer.schron@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	High-quality, standards-aligned tasks with instructional practices that provide opportunity for all students to learn Math at high levels is part of a solid Tier 1 instructional program. Working collaboratively, using real-time student data to drive instruction will assist teachers in ensuring all students are making 1.5 years of expected growth in an accelerated environment. By focusing our IB units around the most essential standards in Math we can meet students academic needs as a collaborative cohort of instructors. Common formative assessments and high-quality summative assessments will inform practice throughout each IB transdiciplinary unit and promote refinement of the content and the instruction. Sub-group analysis can and will be conducted throughout the units to insure that ALL students are meeting or exceeding expectation. These sub groups include English language learners and students with disabilities, who are disproportionately represented in performance. Throughout each unit , the collaborative approach to planning and instruction will lead to student mastery that includes opportunities for both intervention and enrichment in every classroom to make sure every child has access to a viable and rigorous curriculum.
Measurable Outcome:	The intended outcome of this focus is to ensure that the collaborative instructor practices result in increased student achievement in Math for all sub-groups, particularly EL and SWD performance. Our goal is to accelerate students by at least 1.5 years growth in core content areas.The data from 2018-2019 shows that Math was at 50%, Math gains was at 61% and lowest quartile gains were 48%. The ESE subgroup shows the lowest subgroup achievement at 22%, this was a 5% decline. Upon closer examination the 5th grade data decreased by 25% in comparison to the state average from 2017-2018.

Overall Goals
Math Achievement= 55%
Math Learning Gains= 66%
Math Lowest 25% Gains= 50%
Subgroup data will improve by reducing the percentage of students not proficient by 10% or more. |
Person responsible for monitoring outcome:	Wendi Dabney (wendi.dabney@osceolaschools.net)
Evidence-based Strategy:	Instructional personnel will plan for instruction using collaborative structures (PLC) focused on Tier 1, Tier 2, and Tier 3 student needs using student evidence from class, performance on diagnostics with NWEA, results from common assessments and the formative assessments in school city.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student evidence of learning serves as a critical role in teacher decision making and meeting learner needs. Additionally, collaborative analysis of formative and summative assessments can be used to adjust instruction in a way that significantly improves students' achievement., including ELLS and SWDs.Marzano (2003), Reeves (2010) DuFour et. al (2010).Professional learning communities have the power to increase the proficiency of both students understanding of content and the proficiency and content understanding of teacher. The collaborative structures put in place will guide effective implementation of PLC in digital and face to face work with our teams. The monitoring of these structures will help create a system focused on student evidence of learning that is aligned to the required content standards.
Action Steps to Implement	

1. The leadership team trains the staff during pre=planning on school data, professional learning communities, multi-tiered system of support, positive behavior intervention supports, the Ib primary years programme, social emotional learning, and equity in opportunities for student. This is the foundation of the work in systems development to come throughout the year.

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

2.Instructional coaches will work with teachers to implement the essential standards identified in the IB transdisciplinary unit/CUPS, and use student performance data to determine needs for tiered support in a just in time manner. Reflection on progress on instructional progress will part of this on-going PLC cycle. These are 6 week unit cycles.

Person Responsible   Cathy Hesse (cathy.hesse@osceolaschools.net)

3.The leadership team will monitor support for implementation of PLCs and through a solution-focused stocktake approach, assist teams with adjusting instruction to meet and exceed student needs. Weekly and Monthly meetings will be held both in small group and with a school wide focus as needed to address the data.

Person Responsible   Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

4. On-going professional development will be provided that address practices related to academic teaming, student engagement, language acquisition, classroom management, and interdisciplinary instruction for IB.

Person Responsible   Wendi Dabney (wendi.dabney@osceolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	High-quality, standards-aligned tasks with instructional practices that provide opportunity for all students to learn at high levels is part of a solid Tier 1 instructional program. Working collaboratively, using real-time student data to drive instruction will assist teachers in ensuring all students are making 1.5 years of expected growth in an accelerated environment. By focusing our IB units around the most essential standards we can meet students academic needs as a collaborative cohort of instructors. Common formative assessments and high-quality summative assessments will inform practice throughout each IB transdiciplinary unit and promote refinement of the content and the instruction. Sub-group analysis can and will be conducted throughout the units to insure that ALL students are meeting or exceeding expectation. These sub groups include English language learners and students with disabilities, who are disproportionately represented in performance. Throughout each unit , the collaborative approach to planning and instruction will lead to student mastery that includes opportunities for both intervention and enrichment in every classroom to make sure every child has access to a viable and rigorous curriculum.
Measurable Outcome:	The intended outcome of this focus is to ensure that the collaborative instructor practices result in increased student achievement in Science for all sub-groups, particularly EL and SWD performance. Our goal is to accelerate students by at least 1.5 years growth in core content areas.The data from 2018-2019 shows that Science was at 44%. The ESE subgroup shows the lowest achievement at 23%, this was a 17% decline. Upon closer examination the 5th grade data decreased by 9% in comparison to the state average from 2017-2018. Overall Goals Science Achievement= 50% Subgroup data will improve by reducing the percentage of students not proficient by 10% or more.
Person responsible for monitoring outcome:	Cathy Hesse (cathy.hesse@osceolaschools.net)
Evidence-based Strategy:	Instructional personnel will plan for instruction using collaborative structures (PLC) focused on Tier 1, Tier 2, and Tier 3 student needs using student evidence from class, performance on diagnostics with NWEA, results from common assessments and the formative assessments in school city.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student evidence of learning serves as a critical role in teacher decision making and meeting learner needs. Additionally, collaborative analysis of formative and summative assessments can be used to adjust instruction in a way that significantly improves students' achievement., including ELLS and SWDs.Marzano (2003), Reeves (2010) DuFour et. al (2010). Professional learning communities have the power to increase the proficiency of both students understanding of content and the proficiency and content understanding of teacher. The collaborative structures put in place will guide effective implementation of PLC in digital and face to face work with our teams. The monitoring of these structures will help create a system focused on student evidence of learning that is aligned to the required content standards.

Action Steps to Implement

1. The leadership team trains the staff during pre-planning on school data, professional learning communities, multi-tiered system of support, positive behavior intervention supports, the Ib primary years

programme, social emotional learning, and equity in opportunities for student. This is the foundation of the work in systems development to come throughout the year.

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

2.Instructional coaches will work with teachers to implement the essential standards identified in the IB transdisciplinary unit/CUPS, and use student performance data to determine needs for tiered support in a just in time manner. Reflection on progress on instructional progress will part of this on-going PLC cycle. These are 6 week unit cycles.

Person Responsible Cathy Hesse (cathy.hesse@osceolaschools.net)

3.The leadership team will monitor support for implementation of PLCs and through a solution-focused stocktake approach, assist teams with adjusting instruction to meet and exceed student needs. Weekly and Monthly meetings will be held both in small group and with a school wide focus as needed to address the data.

Person Responsible Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

4. On-going professional development will be provided that address practices related to academic teaming, student engagement, language acquisition, classroom management, and interdisciplinary instruction for IB.

Person Responsible Cathy Hesse (cathy.hesse@osceolaschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Equity of opportunity and safety within the learning environment both play a critical role in student achievement, not only in their K-12 learning path but they also play into their college/career pathways as well. Through activities embedded into the students' daily routines, they can gain a better understanding of self-monitoring, emotional self-regulating, and collaborative relationship structures that promote a positive self concept, image, and standing within their peer groups. All of these play a critical role in becoming an individual who is persistent, resilient and able to over come challenges in school and personal life.These skills create students who are motivated to learn in challenging, rigorous environments, when scaffolds and supports are provided.
Measurable Outcome:	The number of students receiving office disciplinary referrals will decrease by 10% school-wide and in each subgroup. The number of total students who have less than 90% attendance will decrease by 10%. Total Students with Referrals 2020: 89 Goal 2021: 80 students or less Total Students with less than 90% Attendance 2020: Goal 2021:
Person responsible for monitoring outcome:	Valerie Martinez (valerie.martinez@osceolaschools.net)
Evidence-based Strategy:	Through embedded classroom opportunities and supports within the multi-tiered system of supports (MTSS), students will develop their abilities to accurately assess and address their own self-awareness and self-management skills. Through the implementation of Sanford Harmony Curriculum , embedded SEL lesson in the content areas, and the IB learner profiles with a focus on community, the social emotional learning of our students will increase their achievement.
Rationale for Evidence-based Strategy:	Social Emotional Learning skills are necessary for our learners for a variety of reasons. The ACES report (adverse childhood experiences) indicates that children of childhood trauma need supports for learning socially and academically. Additionally, The National Institute for School Leadership draws a strong correlation between social emotional learning and academic achievement.Using our available tools, we can use Trauma Informed Practices to support student learning. According to the data gathered from the Panorama survey, students identified being able to understand their emotions and know how to successfully navigate those feels as legitimate personal concerns among grade 3 through grade 5 students. Development in this area increases self concept, self-confidence and responsible-decision making, all of which play a role in positive student achievement outcomes.

Action Steps to Implement

1. Staff will be trained by the leadership team members, including the guidance team, on the WHY behind SEL lessons.

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

2. The IB learner profiles, in conjunction with the lessons embedded in the CUPs will be monitored, modeled, supported and monitored for evidence in every classroom. (Digital and live instruction).

Person Responsible	Cathy Hesse (cathy.hesse@osceolaschools.net)

3. Intervention support will provided within our MTSS system using a program called Sandford Harmony. Data will be collected and action taken to make adjustments will be documented and monitored within the guidelines of MTSS.

Person Responsible   Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

4. The Guidance team will train staff and work with student groups using the SEL lessons and Sanford Harmony curriculum. Results and data points will be discussed in PLC, MTSS and Stocktake meetings. Adjustment will be made based on data.

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

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA subgroups are monitored for achievement in all grade levels using both state-wide and county assessments. Although we have only missed the target achievement for performance in the SWD subgroup, our team feels that it is important to improve the proficiency achievement of all subgroups in order to mitigate the gaps caused by underachieving subgroups of students as a way to increase student achievement for every child, every chance, every day.
Measurable Outcome:	We seek to increase student proficiency in achievement in all subgroups by decreasing the percentage of student not proficient by 10% in each category represented in the ESSA index. SUBGROUP 2020% GOAL% SWD 36% 42% ELL 47% 53% BLK 46% 51% HSP 51% 56% WHT 54% 59% FRL 48% 53%
Person responsible for monitoring outcome:	Valerie Martinez (valerie.martinez@osceolaschools.net)
Evidence-based Strategy:	Data sources at all grade levels will be broken down in to sub-group performance bands and shared out regularly. The leadership team and teacher groups will be able to monitor progress and provide on-going supports in a variety of ways to increase student achievement in all areas both digitally and in live instructional settings. Data sources include classroom common assessments, district formative assessments, NSGRA, NWEA, Ellevation, and state-wide assessments.
Rationale for Evidence-based Strategy:	PLC's when implemented with fidelity in content, action, and behaviors, leverage the success rate of both teaching and learning for an entire organization.This is described in the research by Anthony Muhammad and Luis Cruz in a "Time 4 Change".. The team dynamic shifts from an independent classroom approach to a more collaborative "everyone wins" mindset when the entire team works together to meet the needs of their learners. Professional learning communities have the power to increase the proficiency of both students' understanding of content and the proficiency and content understanding of teacher. The collaborative structures put in place will guide effective implementation of PLC in digital and face to face work with our teams. The monitoring of these structures will help create a system focused on student evidence of learning that is aligned to the required content standards.

Action Steps to Implement

1. The leadership team trains the staff during pre-planning on school data, professional learning communities, multi-tiered system of support, positive behavior intervention supports, the Ib primary years programme, social emotional learning, and equity in opportunities for student. This is the foundation of the work in systems development to come throughout the year.

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

2.Instructional coaches will work with teachers to implement common assessments of the essential standards identified in the IB transdisciplinary unit/CUPS, and use student performance data to determine

needs for tiered support in a just in time manner. Reflection on progress on instructional progress will part of this on-going PLC cycle. These are 6 week unit cycles.

Person Responsible Wendi Dabney (wendi.dabney@osceolaschools.net)

The leadership team will monitor support for implementation of common assessments through PLCs and through a solution-focused stocktake approach, assist teams with adjusting instruction to meet and exceed student needs. Weekly and Monthly meetings will be held both in small group and with a school wide focus as needed to address the data.

Person Responsible Jennifer Schron (jennifer.schron@osceolaschools.net)

4. On-going professional development will be provided that address practices related to common assessments, data analysis, and lesson acceleration using MAP Growth data.

Person Responsible Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

#6. Other specifically relating to Creating a School-wide Post-Secondary culture for every student	
Area of Focus Description and Rationale:	The intention of creating a post secondary culture in elementary school is to provide students a vision to a pathway towards a career, college or other avenue that sustains the idea of life-long learning. To reach that goal, we will increase opportunities for demonstration of critical thinking, innovative solutions, and community connectedness in a manner that promotes perseverance, kindness and inclusive behaviors. This message is critically important for staff and students. This culture must address and support the school wide belief that all students can excel.
Measurable Outcome:	The IB approach to primary years learning is founded on the learner profiles that exemplify this culture. The intended outcome is to increase student performance in the embedded IB opportunities that support community engagement, open-mindedness, intentional learning and academic achievement. Student baseline data will be collected during 5th grade exhibition. In addition, we will increase parent and student participation in events by 3% over last year. Student average performance on unit summative interdisciplinary projects will exceed an average of 70% at each grade level.
Person responsible for monitoring outcome:	Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)
Evidence-based Strategy:	With the implementation of the IB-PYP students will be working in a post-secondary college/career atmosphere daily. This model of instruction promotes both the academic and the social aspects of what it means to be future ready.
Rationale for Evidence-based Strategy:	Research tells us that student achievement increases when students have access to a curriculum that is connected to the world in which they live, and also supports the diversity of cultures within the system. The primary years programme (PYP) of IB is designed to use interdisciplinary content units with real world-authentic opportunities for students to engage in inquiry-based lessons in all content areas. The NCEE and NISL have described high performing system of education in just this way.This approach creates autonomous learning, student agency, and voice, as well as increased critical thinking skills for every student, in both digital and live instruction.

Action Steps to Implement

1. The leadership team trains the staff during pre-planning on Ib primary years programme with embedded social emotional learning, and equity in opportunities for students. This is the foundation of the work in systems development to come throughout the year.

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

2.Instructional coaches will work with teachers to implement the essential standards identified in the IB transdisciplinary unit/CUPS, and use student performance data to determine needs for tiered support in a just in time manner. Reflection on progress on instructional progress will part of this on-going PLC cycle. These are 6 week unit cycles.

Person Responsible Cathy Hesse (cathy.hesse@osceolaschools.net)

3.The leadership team will monitor support for implementation of IB Summative Assessments/Projects and through a solution-focused stocktake approach, they will assist teams with adjusting instruction to meet and exceed student 70% performance goals. Weekly and Monthly meetings will be held both in small group and with a school wide focus as needed to address the data.

Person Responsible Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)

Additional Schoolwide Improvement Priorities

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

Thacker addresses the on-going school improvement needs through our work with the International Baccalaureate primary years program evaluation process. This annual review insures that our curriculum and content offerings are not, not only rigorous, but also standards based including social emotional well-being and community engagement. Through a strong business partner program, and community engagement activities, Thacker will strengthen our status as a school of choice.

Because our systems are being tightly aligned, the work we are conducting above will replicable in all academic area regardless of the statistical analysis. This will be supported through stocktakes, PLC meetings, MTSS meetings, and school advisory council meetings.

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.

Thacker engages families in ways that develop a shared understanding of academic, social and emotional understanding. Staff is responsible for communicating positively, these expectations and with red-carpet customer service goals. Our collective and collaborative approach insures that all stakeholders remain connected to our mission in preparing every child to be future ready while they are with us.

The International Baccalaureate Primary Years Program approach to instruction identifies that all learners have profiles that encourage critical thinking, open-mindedness, tolerance and inclusion. These learner profiles include open-minded, knowledgeable, learner, principled, balanced, thinker, communicator, caring, inquirer and risk-taker. This approach has embedded structures and supports that draw on collaborative instructional practices for adults and children, evidence based monitoring of progress and long-range planning. As such, our school works very hard to keep students connected and in-school, using alternative evidence based approaches that prevent exclusionary discipline practices and also address skill gaps of students who are potentially disconnecting from school or who lack the support for schooling in the home.

Our Thacker Takes Action initiative, as part of the IB-PYP, draws on students and community members to

work together in a way that enriches the greater good of the whole. This is especially show-cased in the 5th grade Exhibition component of our program of inquiry.

The master scheduling process for this school year capitalizes on both live and digital instructional models. Teachers are paired with the strategies that most align to their strengths, however, all teachers work with students in both ways. We have heterogeneous classes that support ESE inclusion, Dual Language, departmentalized instruction, and self-contained instruction for special needs students. As a PBiS school, every classroom has clear student expectations for performance including behavior and academics. This monitored extensively through a holistic acceleration and intervention process through MTSS. The problem solving approach is embedded into the school culture through Instructional Planning, Intervention, Acceleration, Stock-Take, PBiS, IB, and SAC.

Our school has an established infrastructure to support family engagement and participation in decision making through our school advisory council. We seek input early and often in order to engage in proactive solution in lieu of reactionary decisions. One such example of this is opportunities to have parent conferences at varied times of the day to accommodate parent's schedules. Providing bi-lingual supports to families strengthens our ability to do whatever it takes to ensure learning at high levels for every child, every chance, every day.

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				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$500.00
			Notes: Building capacity Literacy Event, per parent involvement plan supported by Title I dollars. Food and Drink for 100 attendees.			
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$500.00
			Notes: Building capacity Literacy Event, per parent involvement plan supported by Title I dollars. Instructional materials and resources for 100 attendees.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$400.00
			Notes: Building capacity Math/Science Event, per parent involvement plan supported by Title I dollars. Food and Drink for 100 attendees.			
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$450.00
			Notes: Building capacity Math/Science Event, per parent involvement plan supported by Title I dollars. Instructional materials and resources for 100 attendees.			
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00

4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$751.80
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$500.00
		Notes: Building capacity Student Led conferences and Exhibition Event, per parent involvement plan supported by Title I dollars. Food and Drink for 100 attendees.				
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$251.80
		Notes: Building capacity Student -led conference/exhibition Event, per parent involvement plan supported by Title I dollars. Materials and Resources for 100 attendees.				
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$399.89
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$150.00
		Notes: Building capacity FSA Night Event, per parent involvement plan supported by Title I dollars. Food and Drink for 100 attendees.				
	6150	120-Classroom Teachers	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$212.40
		Notes: OPS contracts for 4 teachers at $26.60 per hour for 2 hours each.				
	6150	210-Retirement	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$21.24
	6150	220-Social Security	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$16.25
6	III.A.	Areas of Focus: Other: Creating a School-wide Post-Secondary culture for every student				$0.00
					Total:	$3,001.69