

School District of Osceola County, FL

Sports Leadership Arts Management (Slam)



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	23
Budget to Support Goals	24

Sports Leadership Arts Management (Slam)

611 LINE DR, Kissimmee, FL 34744

www.slamosceola.com

Demographics

Principal: Arnise Lewis

Start Date for this Principal: 8/3/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	83%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	24

Sports Leadership Arts Management (Slam)

611 LINE DR, Kissimmee, FL 34744

www.slamosceola.com

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)
Middle School 6-8	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2019-20	2018-19
Grade	D	D

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of SLAM is to provide an innovative and in-depth secondary educational program that produces college-bound students through emphasis on sports-related majors and post-secondary preparation.

Provide the school's vision statement.

The school philosophy is the mechanism through which the mission will be achieved. In order to produce college-bound and career-oriented graduates, the school believes it must provide Rigor, Relevance, and Relationships in the educational program.

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
Machado, Monique	Principal	<p>To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.</p> <p>1. Student Performance</p> <ul style="list-style-type: none"> • Set and enforce rigorous standards for student achievement that are in line with the goals of SLAM! Osceola. • Ensure the academic program meets or exceeds yearly student outcome goals as defined by the state of Florida accountability requirements. <p>2. Organizational Leadership</p> <ul style="list-style-type: none"> • Develop organizational goals and objectives consistent with the vision, mission and values of SLAM! Osceola. • Maintain active involvement in the school improvement planning process with the School Advisory Councils (SAC) by providing resources for decision-making and priority setting. • Lead teachers and Instructional TEAM Leaders in developing a healthy school culture aligned with the vision, mission and values of the school and the region. • Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. • Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. • Oversee all programs, services, and activities to ensure that program objectives are met. • Ensure compliance with all local, state and federal funding sources. • Manage student enrollment process to ensure that the school achieves its targeted enrollment projections. • Ensure the safety and security of all students, staff, visitors, and public and property. • Ensure an orderly learning environment. • Ensure appropriate standards of student behavior, performance, and attendance. • Ensure that all disciplinary issues are addressed fairly and immediately. <p>3. Instructional Leadership</p> <ul style="list-style-type: none"> • Monitor the school stocktake, monitor the SIP and receive monthly reports. • Work with teachers to constantly assess and improve student achievement results. • Ensure use of effective, research-based teaching methodologies and practices. • Implement data-driven instructional practices and lead discussions about student performance. • Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. • Keep abreast of successful instructional methodologies and practices.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provide high quality curricular training and resources to staff. • Ensure consistencies in instruction and practice among team of teachers. • Foster culture of professionalism among teachers and staff. • Ensure learning environment and classroom instruction maximizes student learning. • Monitor progress of all students. • Supervise and mentor all teachers. <p>4. Operational Leadership</p> <ul style="list-style-type: none"> • Implement the budget development process to meet targeted requirements. • Oversee routine facilities maintenance. • Oversee management of school records and resources as necessary. • Ensure compliance of local, state, and federal laws and regulations. <p>5. Personnel</p> <ul style="list-style-type: none"> • Recruit, select, and hire school staff, including teachers and school-based support staff. • Continually monitor progress on all measures of school and staff performance. • Administer SLAM! Osceola approved personnel policies and procedures. • Ensure legal hiring and termination procedures in collaboration with Human Resources staff. • Oversee any and all disciplinary actions. • Provide for adequate supervision, training, and evaluation of all staff and volunteers. • Communicate the vision that supports the school's goals and values. • Create an effective TEAM of people jointly responsible for the attainment of school goals and committed to achieving excellence. <p>6. Community Relations</p> <ul style="list-style-type: none"> • Serve as liaison between teachers, parents, and the community. • Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the Community and a dedicated role model for other employees.
Ruperez, Toni	Instructional Coach	<p>Toni Ruperez serves as the Lead Teacher of SLAM! Osceola. In this role, Ms. Ruperez mentors and supports teachers with instructional strategies, data analysis, and fluid instructional grouping based on iReady and Achieve3000 data. In addition, she serves as the ELL coordinator, ESE Specialist, and Testing Coordinator.</p> <p>The leadership team meets weekly to review data and make decisions impacting all students. By applying the stocktake process, the leadership team will monitor and tweak SIP strategies, on a monthly basis, as needed to ensure SLAM! Osceola is progressing towards the intended outcomes, as outlined in the areas of focus of Part III of the SIP.</p>
Ascunce, Giselle	Instructional Coach	The Science Instructional Coach will provide instructional support and coaching to

Name	Title	Job Duties and Responsibilities
		<p>the Science teacher as they work to ensure that each student is able to reach his or her academic potential. The primary role is to work with science teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Provide comprehensive instructional coaching in science: <ul style="list-style-type: none"> o Observe science teacher and provide specific strategies for improved instructional delivery o Work with science teacher, school leaders, to create and improve aligned science curriculum resources o Support science teacher by providing feedback on lessons and assessments that align with college readiness standards.
Berrios, Natalie	School Counselor	Guidance Counselor 6-9th grade Dual Enrollment and Virtual Advisor

Demographic Information

Principal start date

Friday 8/3/2018, Arnise Lewis

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

0

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

0

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	83%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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	0	0	0	0	0	0	43	46	34	17	0	0	0	140	
Attendance below 90 percent	0	0	0	0	0	0	2	6	6	2	0	0	0	16	
One or more suspensions	0	0	0	0	0	0	3	2	1	3	0	0	0	9	
Course failure in ELA	0	0	0	0	0	0	12	11	5	4	0	0	0	32	
Course failure in Math	0	0	0	0	0	0	8	6	7	5	0	0	0	26	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	9	17	15	6	0	0	0	47	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	8	14	12	3	0	0	0	37	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	10	17	12	5	0	0	0	44	

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

Date this data was collected or last updated

Thursday 8/20/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	43	46	36	18	0	0	0	143	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	5	3	0	0	0	0	8	
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	0	0	15	21	17	5	0	0	0	58	

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

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	43	46	36	18	0	0	0	143	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	5	3	0	0	0	0	8	
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	0	0	15	21	17	5	0	0	0	58	

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

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

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	33%	45%	54%	0%	48%	52%
ELA Learning Gains	45%	48%	54%	0%	51%	54%
ELA Lowest 25th Percentile	57%	42%	47%	0%	39%	44%
Math Achievement	37%	49%	58%	0%	48%	56%
Math Learning Gains	41%	51%	57%	0%	54%	57%
Math Lowest 25th Percentile	27%	47%	51%	0%	49%	50%
Science Achievement	29%	47%	51%	0%	51%	50%
Social Studies Achievement	48%	72%	72%	0%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	29%	48%	-19%	54%	-25%
	2018					
Cohort Comparison						
07	2019	33%	47%	-14%	52%	-19%
	2018					
Cohort Comparison		33%				
08	2019	30%	49%	-19%	56%	-26%
	2018					
Cohort Comparison		30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	29%	45%	-16%	55%	-26%
	2018					
Cohort Comparison						
07	2019	44%	30%	14%	54%	-10%
	2018					
Cohort Comparison		44%				
08	2019	50%	47%	3%	46%	4%
	2018					
Cohort Comparison		50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	32%	42%	-10%	48%	-16%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	73%	-35%	71%	-33%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	20	50		20	30						
ELL	8	36		17	35	40					
HSP	35	50	64	38	47	36	29	52			
FRL	31	44	57	37	43	29	27	45			
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
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

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)	CS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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.

Overall our lowest performing component was learning gains in lowest quartile for Math 27%. Factors that contributed to the low performance included teacher turnover, experience level, out of field certification, and academic issues brought forth by the needs that come with children of poverty.

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

Not applicable as we were in year one for the 2018-2019 school year.

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.

Grade 8 Science was the data component that had the greatest gap when compared to the state average. SLAM was at 29% while the State was at 68%. Factors that contributed to this gap were

teacher turnover, teacher inexperience , and out of field certification. Teachers struggled with classroom management as well as planning/ delivering rigorous instruction.

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

Not applicable as we were in year one for the 2018-2019 school year.

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

Course failure and scoring Level 1 on a State assessment in ELA or Math are potential areas of concern, especially considering the lack of updated state assessment data. These are students we must focus more time and attention on for interventions to ensure they receive the supports that are necessary to allow them the opportunity to make learning gains and reach proficiency. Tiered instruction will be addressed in all core subject areas to aid the process.

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

1. Core Instruction- ELA, Math, Science
2. ELL and ESE ESSA subgroup support
3. Social Emotional Learning

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Based on 2018-2019 and 2019-2020 school year data, ELA proficiency is 33%, which is below the state average of 54%. The district average is 45%, however the goal is to increase to the state average of 55% while focusing on all ESSA subgroup students.
Description and Rationale:	
Measurable Outcome:	The outcome for 2020-2021 is to increase ELA proficiency by at least 5%.
Person responsible for monitoring outcome:	Toni Ruperez (toni.ruperez@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Teachers will closely monitor progress in ELA using iReady diagnostic and progress monitoring data. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. In between diagnostic sessions, we will hold data chats with teachers to analyze student scores and determine which students are in need of interventions to allow for differentiated instruction. The differentiated and small group instruction will be based upon the information gained from the iReady diagnostic and progress monitoring assessments, which indicate which specific domain area in reading to target.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. Formative use of common assessment is one of the most potent learning strategies for the classroom. (Marzano & Kendall, 2007)

Action Steps to Implement

1. All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy. Content-relevant strategies will include whole group, small group, and one-on-one instruction to meet the individual needs of all students.
2. Instructional staff will differentiate instruction with research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students. Staff will use progress monitoring data, classroom observations, and scoring rubrics to identify individual needs. Teacher will provide Tier 2 and Tier 3 instruction.
3. Instructional staff will utilize explicit instructional strategies to improve student understanding of informational text through classroom experiences and other professional development.
4. The Leadership team will monitor classroom observations and student achievement results on formative assessment.
5. ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in ELA courses.

Person Responsible Toni Ruperez (toni.ruperez@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus	Given the 2018-2019 and 2019-2020 school year data finding that 37% of students were proficient in math and fell below both the district and states averages of 49% and 58%. The goal is to increase student achievement to the state average or higher.
Description and Rationale:	
Measurable Outcome:	The outcome of the 2020-2021 school year is to increase math proficiency by a minimum of 5%.
Person responsible for monitoring outcome:	Monique Machado (monique.machado@osceolaschools.net)
Evidence-based Strategy:	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. All teachers will closely monitor progress in mathematics using iReady diagnostic and progress monitoring data. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. In between diagnostic and progress monitoring sessions, we will hold data chats with teachers to analyze student scores and determine which students are in need of interventions to allow for differentiated instruction. The differentiated, small group instruction will be based upon the information gained from the iReady diagnostic assessment, which indicates the specific domain area in math to target.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Formative use of common assessment is one of the most potent learning strategies for the classroom. (Marzano & Kendall, 2007)

Action Steps to Implement

1. Instructional staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy. Content-relevant strategies will include whole group, small group, and one-on-one instruction.
2. Instructional staff will differentiate instruction to teach problem solving and higher-order thinking concepts.
3. Supplemental learning opportunities will be provided to students identified as not proficient in mathematics or who are at-risk of falling below proficiency as evidenced by a variety of assessments. Additionally, students needing enrichment will be provided with opportunities to extend learning.
4. The Leadership team will monitor classroom observations and student achievement results on formative assessment.
5. ELL/ESE support in the classroom will occur through the collaboration of ESOL. compliance specialist and RCS ensuring students are supported in mathematics courses.
6. Teacher will provide Tier 2 and 3 instruction based on grade level standards, data, student tracking, collaborative planning, and data analysis.

Person Responsible Monique Machado (monique.machado@osceolaschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	ESSA data showed in the 2018-2019 school year that the school had two subgroups below the ESSA level of 41%. This affected proficiency and student achievement seen throughout the state reporting of schoowide data. The school continues to be in CS&I status for the 2020-2021 school year.
Measurable Outcome:	2018-2019 ESSA data for ESE s(30%) and ELL (35%) subgroups will increase to meet or exceed the 41% threshold for the Federal Index.
Person responsible for monitoring outcome:	Monique Machado (monique.machado@osceolaschools.net)
Evidence-based Strategy:	Instructional staff will differentiate instruction in academically diverse classrooms to provide individualized learning experiences for all students.
Rationale for Evidence-based Strategy:	Tomlinson suggests that schools must prepare students to be thinkers, problemsovlers, collaborators, wise consumers of information, and confident producers of knowledge. She further suggests, "that teacher will need to be profiient in "teaching up" or planning learning experiences at a high level of challenge while providing scaffolding to support many learners in succeeding with those experiences..." (Tomlinson, 2015)
	Tomlinson, C.A. Teaching for Excellence in Academically Diverse Classrooms. Soc 52, 203–209 (2015). https://doi.org/10.1007/s12115-015-9888-0

Action Steps to Implement

1. Instructional staff will focus on creating learning goals and targets for individual students.
2. Instructional staff will be provided professional development opportunities in the areas of scaffolding content and instructional support strategies.
3. ELL and ESE support in the classroom will occur through the collaboration of the ESOL compliance specialist and Resource compliance specialist (RCS), ensuring students are supported in all courses by providing ELL and ESE instructional support and professional development for instructional staff.
4. All students will participate in targeted tiered intervention and instruction.

Person Responsible Toni Ruperez (toni.ruperez@osceolaschools.net)

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

Area of Focus Description and Rationale:	Today's students face challenges beyond the classroom as they form relationships, find identity, and face adversity. Integrating social and emotional learning into the classroom, gives educators powerful ways to connect with students through meaningful conversations that can improve behavior, increase student success, and inspire learning that lasts a lifetime. COVID-19 and the impact of quarantine and social distancing has created a tough climate for students, focusing on mental health will continue to be an area of focus.
Measurable Outcome:	By the end of 2020-2021 school year, 100% of students will have received instruction in social emotional health and the number of major behavior infractions will have decreased by 10%.
Person responsible for monitoring outcome:	Natalie Berrios (nberrios@materpalms.com)
Evidence-based Strategy:	Address middle-school students' experience of increased autonomy and perspective-taking abilities by targeting personal development, character and leadership development, and teaching students how to find their unique purpose. Purpose Prep is a web-based course provider that offers SEL-focused curriculum and professional development resources for middle- and high-school students. It offers six online SEL courses that are designed to help students develop the productive attitudes and prosocial behavior needed for success in learning, careers, relationships, and life. Each evidence-based course is aligned to the five most critical SEL competencies outlined by CASEL (CASEL, 2019), building self awareness, self management, social awareness, relationship skills, and responsible decision making. Because courses are online with a comprehensive set of video-based lessons, Purpose Prep's engaging, multimedia-rich curriculum can be flexibly implemented and delivered either in person and supported online or with in-person discussion. Purpose Prep courses have been implemented with students across 30 countries since 2010. The goal is to help students take control of their future and successfully transition from middle school to high school. (Purpose Prep Research Foundations)
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. All surveys will be analyzed to identify needs that will support SEL and a schoolwide plan will be developed.
2. Instructional staff will be provided with SEL professional development.
3. Instructional staff will increase student voice through planning, discussion, and reflection.
4. Instructional staff will integrate SEL strategies into their curriculum and classroom management system to create a positive, collaborative classroom climate.
5. To support student social-emotional development, the Leadership team will develop structures, relationships, and learning opportunities that are inclusive and build on individual passions..
6. The Leadership team will review behavior data monthly for subgroups and develop interventions as necessary.

Person Responsible Natalie Berrios (nberrios@materpalms.com)

#5. Other specifically relating to Schoolwide Post-Secondary Culture for all Students**Area of Focus**

Description and Rationale: The school will help each student formulate future plans.

Measurable Outcome: One-hundred percent of students in grades 6-9 will develop a post secondary portfolio.
One-hundred percent of students in grades 6-9 will complete a career interest and learning style inventory via FloridaShines.org.

Person responsible for monitoring outcome:

Monique Machado (monique.machado@osceolaschools.net)

Evidence-based Strategy:

All adults in the building hold high expectations for all students that include preparation for, and transition into, postsecondary success.

Rationale for Evidence-based Strategy:

“Students repeatedly cite the quality and quantity of personal conversations with counselors, advisors, and teachers as a major source of support and influence on their thinking about college” (Roderick et al., 2006). SLAM! Osceola will instill a schoolwide college-going culture.
Roderick, M., Nagaoka, J., and Allensworth, E. (2006). From High School to the Future: A First Look at Chicago Public School Graduates’ College Enrollment, College Preparation, and Graduation From Four-Year Colleges. Chicago: Consortium on Chicago School Research at the University of Chicago.

Action Steps to Implement

1. The school will help each and every student formulate future plans via a personalized FloridaShines.org account.
2. The school will host parent universities to present dual enrollment, acceleration, and postsecondary options for all students and their parents/guardians.
3. The whole school will take responsibility for preparing all students for postsecondary success in college and/or careers. Utilizing the homeroom as a platform all students will receive direct instruction on the importance of developing their college-going plans. A semester-long seminar taught jointly by counselors and teachers will infuse the following units as part of a comprehensive pathway to maximize high school guidance and advisory support
 - A. Post Secondary Options
 - B. Course requirements for entry into the Florida State College System.
 - C. Basic facts about financial aid.
 - D. Importance of grade point average to both graduation and college admission.

Person Responsible Natalie Berrios (nberrios@materpalms.com)

#6. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 29% of 8th grade students were proficient in Science in the 2018-2019 school year. When compare to the District's 69% and the State's 68%, this is a call to action. The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.

Measurable Outcome: Science proficiency for grade 8 will increase from 29% (2018-2019) to 40% by the end of the 2020-2021 school year.

Person responsible for monitoring outcome: Giselle Ascunce (gascunce@slamosceola.com)

Evidence-based Strategy: Addition of a Science Instructional Coach to help the educator develop expertise in academic content standards.

Rationale for Evidence-based Strategy: Evaluations of instructional coaching programs show that coaching can create meaningful change in teachers' instruction in reading, science, and math. Kraft, Blazar, and Hogan's recent meta-analysis of 60 instructional coaching evaluations found large, positive effects of coaching on instructional practice (0.49 standard deviations).
<https://journals.sagepub.com/doi/abs/10.3102/0034654318759268>

Action Steps to Implement

1. Science workshops and presentations given to teachers to further their skills and content knowledge Monthly.
2. The Instructional coach will observe teacher in their classroom, provide feedback, and engage in meaningful discussion with teacher about their lessons 2x week.
3. Administration of weekly standards-based quizzes.
4. Weekly ongoing standards-based progress monitoring, mastery recorded on Excel spreadsheet weekly, by student, by standard.
5. Design and monitor year-at-a glance pacing guide to ensure content is taught and chunked in small increments to increase assimilation.
6. Monthly Science bootcamps to review the standards previously taught and previously assessed.
7. ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in science courses.
8. Teacher will provide Tier 2 and Tier 3 instruction based on grade level standards, data, student tracking, collaborative planning, and data analysis.

Person Responsible: Giselle Ascunce (gascunce@slamosceola.com)

Additional Schoolwide Improvement Priorities

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

NA

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.

As a Title 1 school, SLAM! Osceola has a parent involvement policy. The school recognizes the importance of working closely with parents/guardians, students, and staff to enable all the children to excel in their academic accomplishments.

- Parents are invited both verbally and in writing to aid in the development of the School Improvement Plan.
- The school will schedule monthly parent universities to equip parents with the technical support necessary to access/support their children via the various computer assisted instruction programs, used at the school. Additional monthly topics will include: FOCUS gradebook access, FSA/EOC testing, ESE, ELL, Dual Enrollment, etc.
- Parent climate surveys, and needs assessments will be utilized to determine parent needs.
- All content will be provided in both English/Spanish
- Babysitting and transportation available upon request

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				\$59,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	130-Other Certified Instructional Personnel	0183 - Sports Leadership Arts Management (Slam)	UniSIG		\$59,000.00
			Notes: Addition of Full-Time Literacy Coach Funding Source is 2019-2020 Title I roll forward, per Leslie Campbell Osceola School District.			
			0183 - Sports Leadership Arts Management (Slam)			\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6120	130-Other Certified Instructional Personnel	0183 - Sports Leadership Arts Management (Slam)	UniSIG		\$17,000.00

			<i>Notes: This year students will receive 2 days per week of State certified Guidance services to support their SEL.</i>			
5	III.A.	Areas of Focus: Other: Schoolwide Post-Secondary Culture for all Students				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Science				\$32,953.67
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	130-Other Certified Instructional Personnel	0183 - Sports Leadership Arts Management (Slam)	Title, I Part A		\$32,953.67
			<i>Notes: The addition of a certified Science Coach will ensure rigorous instruction and ongoing progress monitoring for both 8th grade Science and Biology EOC.</i>			
Total:						\$108,953.67