Partin Settlement Elementary School

leadership
analysis
Florida
college and career
students
mission
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

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Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Karen Corbett C

Start Date for this Principal: 7/17/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2020-21 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	63%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

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.

Education which inspires all to their highest potential and develops the whole child.

Provide the school's vision statement.

To create a safe, secure and nurturing educational environment in which every student is an active learner.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Corbett, Karen	Principal	Provides a common vision for the use of data based decision making, Ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Responsible for school Stocktakes, will monitor the SIP and receive monthly reports and give feedback.
Ortiz, Melissa	Assistant Principal	Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, Osceola - 0904 - Partin Settlement Elem. School - 2020-21 SIP documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Responsible for school Stocktakes, will monitor the SIP and receive monthly reports and give feedback.
Czipulis, Sara	Reading Coach	Provide guidance on K-5 reading plan: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.
Jares, Shelby	Math Coach	Provide guidance on K-5 Math: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes
McCormic, Kathryn	Other	MTSS Coach-Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provide data at the School Stocktakes. Train staff on intervention materials, hold Tier 2 and 3 parent meetings, hold monthly MTSS staff data chats, create and monitor intervention groups. AVID Coach- Train staff on AVID strategies, monitor for implementation, assist and model lessons.
Wheeler, Laura	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in K-2 and promote Growth Mindset.

Name	Position Title	Job Duties and Responsibilities
		Participate as a member of the leadership team and the threat assessment team. Implements small groups and teaches SEL lessons to K-2 classrooms.
Koncieczny, Carolyn	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in 3-5 and promote Growth Mindset. Participate as a member of the leadership team and the threat assessment team. Provides small group counseling in 3-5 and teaches SEL lessons to 3-5.

Demographic Information

Principal start date
Tuesday 7/17/2012, Karen Corbett C

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.*
6

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.*
7

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
778

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
9

Demographic Data

Early Warning Systems

2021-22

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	116	115	126	125	149	107	0	0	0	0	0	0	0	738
Attendance below 90 percent	27	37	37	30	30	0	0	0	0	0	0	0	0	161
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	18	18	0	0	0	0	0	0	0	0	38
Course failure in Math	0	0	2	17	13	0	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	38	23	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	45	0	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	6	9	21	23	38	33	0	0	0	0	0	0	0	130

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	9	7	10	0	0	0	0	0	0	0	26

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	6	5	4	4	1	0	0	0	0	0	0	0	0	20
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 8/30/2021

2020-21 - 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	124	115	117	139	112	147	0	0	0	0	0	0	0	754
Attendance below 90 percent	19	37	34	58	47	59	0	0	0	0	0	0	0	254
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	6	20	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	11	1	18	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21

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	1	0	10	4	21	0	0	0	0	0	0	0	36

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

2020-21 - 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	124	115	117	139	112	147	0	0	0	0	0	0	0	754
Attendance below 90 percent	19	37	34	58	47	59	0	0	0	0	0	0	0	254
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	6	20	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	11	1	18	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21

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	1	0	10	4	21	0	0	0	0	0	0	0	36

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	53%	57%	60%	51%	56%
ELA Learning Gains				54%	56%	58%	54%	54%	55%
ELA Lowest 25th Percentile				53%	51%	53%	51%	46%	48%
Math Achievement				57%	55%	63%	59%	54%	62%
Math Learning Gains				58%	59%	62%	54%	56%	59%
Math Lowest 25th Percentile				48%	45%	51%	41%	42%	47%
Science Achievement				45%	49%	53%	47%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	58%	51%	7%	58%	0%
Cohort Comparison						
04	2021					
	2019	55%	51%	4%	58%	-3%
Cohort Comparison		-58%				
05	2021					
	2019	51%	48%	3%	56%	-5%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	54%	13%	62%	5%
Cohort Comparison						
04	2021					
	2019	58%	53%	5%	64%	-6%
Cohort Comparison		-67%				
05	2021					
	2019	42%	48%	-6%	60%	-18%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	45%	-1%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA fluency will be given monthly to tier 2 students and twice a month for tier 3 students. NWEA Math, Reading and Science will be given in the beginning, middle and end of year. Successmaker math will be given to tier 2 and tier 3 students. Panorama survey will be given three times a year to monitor 3rd-5th grade students. Second step will be used for tier 2 K-2 students. The summary assessment will be used to progress monitor our tier 2 K-2 students. Check in and check out with our tier 2 students. ELL students will be tested every 6-8 weeks with the RISE intervention. K-5 reading students will be assessed using running records to monitor their reading level. Benchmark intervention PM will be used for Kindergarten.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	42	55
	Economically Disadvantaged	58	40	49
	Students With Disabilities	31	7	13
	English Language Learners	52	9	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62	41	57
	Economically Disadvantaged	59	41	52
	Students With Disabilities	23	14	27
	English Language Learners	52	14	27

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	57	60
	Economically Disadvantaged	63	49	56
	Students With Disabilities	20	27	45
	English Language Learners	65	42	56
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	40	46
	Economically Disadvantaged	51	35	41
	Students With Disabilities	33	27	18
	English Language Learners	48	27	31

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	50	51
	Economically Disadvantaged	45	43	44
	Students With Disabilities	18	12	16
	English Language Learners	38	21	26
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	30	41
	Economically Disadvantaged	41	23	31
	Students With Disabilities	29	6	26
	English Language Learners	41	21	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	48	50
	Economically Disadvantaged	54	40	41
	Students With Disabilities	29	20	30
	English Language Learners	46	40	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	38	46
	Economically Disadvantaged	37	31	36
	Students With Disabilities	50	20	27
	English Language Learners	33	30	35

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	49	54
	Economically Disadvantaged	46	43	46
	Students With Disabilities	14	11	16
	English Language Learners	37	30	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	36	43
	Economically Disadvantaged	39	28	33
	Students With Disabilities	7	5	11
	English Language Learners	26	16	29
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	58	51	58
	Economically Disadvantaged	46	42	51
	Students With Disabilities	31	17	26
	English Language Learners	38	31	38

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	21	20	18	21	10	21				
ELL	36	35	35	31	24	14	24				
BLK	46	33		32	33		33				
HSP	43	39	33	39	33	17	30				
MUL	77			69							
WHT	60	62		48	38		54				
FRL	41	35	28	33	31	19	28				

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	16	39	46	20	39	32					
ELL	41	48	50	43	58	55	23				
ASN	58			75							
BLK	51	46		51	46		23				
HSP	52	57	58	54	57	49	43				
MUL	64			50							
WHT	71	45	20	71	62		65				
FRL	46	49	42	49	52	45	36				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	34	43	31	41	27	33				
ELL	44	45	34	42	47	35	12				
ASN	71	83		93	75						
BLK	51	57	58	45	52	40	38				
HSP	56	52	47	56	53	43	39				
MUL	73			55							
WHT	69	55	50	68	59	31	61				
FRL	48	46	48	51	47	37	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	59

ESSA Federal Index	
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels, the students with diabilities scored the lowest. The students with diabilities scored the following proficiency in Reading: 1st grade-13%, 2nd grade-45%, 3rd grade-16%, 3rd grade-30%, 5th grade-16%. In Math our ESE students scored the following proficiency: 1st grade-27%, 2nd grade-18%, 3rd grade-26%, 4th grade-30% and 5th grade-16%. Our ELL students scored higher in 2nd and 4th grade ELA and Math. Our ELL students in 1st, 3rd and 5th grade scored significantly lower than the other subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

PSES greatest need for improvement is our students with disabilities as they scored the lowest in all grade levels for both Reading and Math. The students with diabilities scored the following proficiency in Reading: 1st grade-13%, 2nd grade-45%, 3rd grade-16%, 4th grade-30%, 5th grade-16%. In Math our ESE students scored the following proficiency: 1st grade-27%, 2nd grade-18%, 3rd grade-26%, 4th grade-27% and 5th grade-11%

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Looking at our student performance on the 2021 FSA and NWEA data, our ESE ELA proficiency was at 12.8%, our Math FSA proficiency was 18.4% and our Science FSA proficiency was 14.3%. Contributing factors to this were remote learning made it difficult for the ESE students to receive their interventions and services as students and teachers were in and out of quarantine. Their was a lack of hands on activities during math and science instruction and an increase of teacher directed instruction. Teachers struggled with providing labs and engaging instruction and follow CDC guidelines. There was very little or no small groups instruction during Reading and Math as teachers struggled with social distancing the students and/or limiting the number of students in their groups. In the past we grouped students based on levels for interventions. We were unable to do this and it provided a challenge for meeting all of the students needs in small group instruction because there was a wider range of abilities in each group.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall Math gains from NWEA Winter to Spring was the highest with an overall average gain of 10 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Overall Math gains improved due to academic coaches pushing into classes. There was an increase of monitoring intervention time by the leadership team. There was a great deal of focus on math in PLCs because Math had the greatest COVID slide.

What strategies will need to be implemented in order to accelerate learning?

Teachers will plan and provide more engaging lessons using AVID strategies and the CUPS. Teachers will use the CUPS with fidelity. The teachers will use data to plan for small group instruction for Math and Reading. RISE intervenion will be provided to our tier 2 students during block.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development we will provide is Core Connections for our new teachers. AVID PD will be provided monthly to all staff. Teachers who are not currently reading endorsed will continue to take the courses provided by the district. RISE PD will be provided to all staff that will be implementing the intervention. Math coach will provide small group instruction PD to all staff and also Houses of Science PD for 5th grade teachers. Zones of Regulation PD will provided to all staff to implement in each classroom.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be providing:
-Rise Intervention during block
-ELL instruction for our LY classrooms
-Additional PLC time for teachers
-Zones of Regulation
-Biweekly MTSS meetings
-Monthly AVID PD
-Monthly MTSS meetings with teachers
-Monthly Stocktakes
-Use of NEST observations in conjunction with iObservation

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area is the main priority of all members of our leadership team. Effective instructional leadership teams are powerful levers for making change in schools. Our team includes: principal, assistant principal, instructional coaches, counselors, MTSS/AVID coordinator, RCS, ECS, and media specialist. Data from the insight survey indicated that teachers feel a need for additional professional development, academic opportunity, and a better peer culture.
Measurable Outcome:	Although we were above the district average in all areas of the Insight Survey we will focus on our three lowest areas on the Insight data 2020: Professional Development was 4.9 Academic Opportunity 5.0 Peer Culture 5.1 Our goal is to increase professional development to 5.5, academic opportunity to 5.5, and peer culture to 5.5.
Monitoring:	We will monitor this through our weekly leadership meetings and our monthly stocktake meetings. Formative data will be collected monthly by leadership.
Person responsible for monitoring outcome:	Melissa Ortiz (melissa.ortiz@osceolaschools.net)
Evidence-based Strategy:	Increased teacher leadership roles within the school will be provided. One way this will be done is by providing them the opportunity to provide PD to the staff and assist in other areas to support teachers. Monthly PD will be provided by the leadership team. Peer culture will be addressed in multiple ways to include but not limited to teacher mentors, monthly staff team building activities, and a weekly newsletter to include glows and grows.
Rationale for Evidence-based Strategy:	Effective leaders understand that teachers know what they need in order to grow and be successful. When teachers are involved in examining data and making important decisions based on that data to increase achievement instructional leaders can ensure student learning outcomes. When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas; A strong team feeling is developed through providing a safe place to refine their practices. This will then boost teacher morale, making it more likely for a positive peer culture and higher teacher retention rate. (Gates Foundation 2019)

Action Steps to Implement

Cultivate a growth mindset of focus on implementation and accountability in PLCs.

Person Responsible	Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Promote effective PLCs and Stocktakes through modeling.

Person Responsible	Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Provide opportunity for staff to build relationships monthly.

Person Responsible	Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Provide monthly professional development based on the needs requested of staff.

Person Responsible   Shelby Jares (shelby.jares@osceolaschools.net)

Cultivate leadership opportunities for staff to grow as educators.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	School-wide data for ELA proficiency indicate a decline in students learning.(3rd grade 45%; 4th grade 51%; 5th grade 42%)This denoted that we are below the state average. By implementing NSGRA assessments and NWEA, the teachers can use this data to determine the needs for their students, group them according to their needs and provide small group instruction to close the achievement gap that was by the COVID pandemic. We determined that the students were also in need to increase their writing scores to help with their overall proficiency. All teachers will fully implement Core Connections into their writing time. We need to focus on our students with disabilities, ELL students, and our economically disadvantage students. By improving our MTSS process, intervention curriculum and fidelity of instruction, and facilitative ELA instruction then student achievement will increase.
Measurable Outcome:	ELA proficiency is expected to increase from 47% to 52%. In 3rd grade , 45% to 50%, 4th grade , 51% to 60%, and 5th grade 42% to 52%. With a specific target on ESE we hope to increase this sub group and this increase in proficiency will allow for an increase in ELA gains overall.
Monitoring:	The leadership team will conduct NEST and iObservation observations. In addition, during Stocktakes the leadership team will review data and make adjustments as necessary.
Person responsible for monitoring outcome:	Sara Czipulis (sara.czipulis@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. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a high effect rate on student achievement. PSES will be implementing the following researched based curriculum and/or assessment materials: Core Connections, Jan Richardson Guided Reading, Benchmark Advanced, Open Court, NSGRA, NWEA, Benchmarks Advanced and AVID to help increase our overall proficiency in ELA.
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. (William, 2007), (Marzano, 2003). We will work toward this by fully implementing with fidelity the use of Core Connections, Jan Richardson Guided Reading, Benchmark Advanced, Open Court, NSGRA, NWEA, and AVID. This will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

Implement Balanced Literacy in all Tier 1 classrooms. The data will be collected and discussed at our monthly Stocktake, ELL Task Force, and ESE Task Force meetings. This will support small group instruction in the ELA block.

Person Responsible	Sara Czipulis (sara.czipulis@osceolaschools.net)

Implement RISE intervention for tier 2 students in grades third though fifth grade. Progess will be monitored and discussed at Stocktake, ELL Task Force, and ESE Task Force meetings.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

NSGRA and NWEA will be used in all grades K-5 for all students for the purpose of assessing, analyzing, reflecting and revising plans for individual student needs. Data will be reviewed monthly during Stocktakes, ELL Task Force, ESE Task Force and at data chats with teachers.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

School City will be used by all teachers on standard-based and district formatives for the purpose of analyzing, reflecting and revising plans on course progression of individual student needs based on the BEST standards.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

Open Court will be used in all K-2 classrooms in order to meet the needs of the students in Phonics and Phonemic Awareness for Tier 1 instruction.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

Formative assessments will be given and reviewed during weekly PLCs.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

Increase student data collection and reporting to increase response time and accuracy of Tier 2/3 intervention and tier 1 instruction. Teachers will be using this data to create their tier 1 iii groups within the students in their classroom. This will be done though both formative and summative data collection. This data will be presented at monthly Stocktakes.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

Monitor the implementation of AVID/WICOR strategies in grades K-5th. This will be overseen by the AVID/MTSS coordinator, Kathryn McCormick. Professional development will be given every first Wednesday of the month during PLCs.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

Continued professional development and refresher on Core Connections for grades K-5. Ensure new 4-5 grade teachers receive Core Connections training.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

Provide additional professional development as needed to support action steps based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible   Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible   Sara Czipulis (sara.czipulis@osceolaschools.net)

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

Person Responsible   Sara Czipulis (sara.czipulis@osceolaschools.net)

First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

Person Responsible   Sara Czipulis (sara.czipulis@osceolaschools.net)

Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible   Sara Czipulis (sara.czipulis@osceolaschools.net)

T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

RISE reading for T2 and Pre-Teaching strategies for T2

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our overall math proficiency on the 2021 FSA was 41.8%. Third grade fell from 67% to 39%. Fourth grade fell from 58% to 42%. Fifth grade fell from 42% to 38%. We need to focus on our students with disabilities, ELL students, and our economically disadvantage students. By improving our MTSS process, intervention curriculum and fidelity of instruction, and facilitative Math instruction then student achievement will increase. Proactive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.
Measurable Outcome:	Math proficiency is expected to increase from 41.8% to 49%. In 3rd grade, proficiency will increase 39% to 50%; in 4th grade, proficiency will increase 42% to 47%%; in 5th grade, proficiency will increase 38% to 45%. The growth in each grade level will lead to an increase in overall math gains.
Monitoring:	The leadership team will conduct NEST and iObservation observations. In addition, during Stocktakes the leadership team will review data and make adjustments as necessary. We will also monitor NWEA data for all students and Success Maker for tier 2 and tier 3 students.
Person responsible for monitoring outcome:	Shelby Jares (shelby.jares@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. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect size on student achievement. PSE will be implementing the Pearson Math curriculum, implementing facilitative math, cognitively complex math tasks, math CUPS and AVID to help increase our overall proficiency in Math. These are all research based strategies we will use to guide instruction and student achievement.
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 wih disabilities. Marzano (2003), Reeves (2010), Defour et.al (2010) Full implementation with fidelity using our Pearson Math curriculum, AVID, and PLCs will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources and assessments being implemented in their instruction.

Action Steps to Implement

Staff will Implement Math Discourse and Math tasks in all classrooms.

Person Responsible	Shelby Jares (shelby.jares@osceolaschools.net)

Professional Development to increase capacity for implementation of Math Discourse and Number Talks. Training provided by Math Coach prior to each unit on the curriculum unit plans (CUPs).

Person Responsible	Shelby Jares (shelby.jares@osceolaschools.net)

Teachers will continue to implement small groups during math instruction in grades K-5. AP will collect monthly lesson plans for Math small groups. Leadership will monitor through NEST and iObservation.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Provide VE and ELL support teachers professional development opportunities for Math instruction and intervention.

Person Responsible   Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

Common assessments in SchoolCity will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.

Person Responsible   Shelby Jares (shelby.jares@osceolaschools.net)

Increase student data collection and reporting to increase response time and accuracy of interventions in tier 2 and 3 instruction.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

Provide professional development and monitor the implementation of AVID/WICOR strategies in Kinder through 5th grades. Kinder and 1st will be provided an overview by the AVID/MTSS coach in August.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.

Person Responsible   Shelby Jares (shelby.jares@osceolaschools.net)

ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. Meet monthly.

Person Responsible   Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level .

Person Responsible   Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. We will also monitor the live instruction of teachers by popping in their lesson.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science education has been to cultivate students' scientific habits of mind, develop their capacity to engage in scientific inquiry, and teach students how to reason in a scientific context. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active young children. Science is an important part of the foundation for all children. Our overall science proficiency on the Science FSA was 34% in 2021. In 2019, proficiency was 44%. We need to focus on our students with disabilities, ELL students, and our economically disadvantage students. By improving our use of hands-on science labs (based on CUPs), fidelity of instruction, and facilitative science instruction, student achievement will increase.
Measurable Outcome:	Science proficiency will increase from 34% to 44% with the implementation of hands-on science labs (based on CUPs), fidelity of instruction,and facilitative science instruction.
Monitoring:	The leadership team will conduct NEST and IObservation observations. In addition, during Stocktakes the leadership team will review data and make adjustments as necessary. We will also monitor NWEA science data.
Person responsible for monitoring outcome:	Shelby Jares (shelby.jares@osceolaschools.net)
Evidence-based Strategy:	The science curriculum must be made relevant to students by framing lessons in context that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems. PSE will be implementing Mystery Science, Houses of Science: a game based review of standards, and AVID to help increase our overall proficiency in Science. We will also increase hands-on science labs, based on the CUPs.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful that peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002) Full implementation with fidelity using our CUPS, growth mindset, and AVID will allow all students to receive the correct instruction to meet their needs in a hands-on/minds-on methodology. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

School City will be used by each teacher on standard-based and district formatives for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual students' needs. The data presented at our monthly Stocktakes and discuss possible action steps.

Person Responsible	Shelby Jares (shelby.jares@osceolaschools.net)

Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This data will be presented at Stocktakes.

Person Responsible	Shelby Jares (shelby.jares@osceolaschools.net)

Provide monthly professional development and monitor the implementation of AVID/WICOR strategies in Kinder-5th grades during the first Wednesday of each month during PLCs. This will be discussed and data will be presented at our monthly Stocktakes.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

Houses of Science has been added for fifth grade. Math/Science coach will develop lesson plans and monitor the instruction in the classroom. CUPS will be used to address the science standards in all grades.

Person Responsible   Shelby Jares (shelby.jares@osceolaschools.net)

Math/Science Coach will implement the Houses of Science to spiral review Science standards.

Person Responsible   Shelby Jares (shelby.jares@osceolaschools.net)

Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.

Person Responsible   Shelby Jares (shelby.jares@osceolaschools.net)

ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible   Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible   Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	ESSA data showed our Students with Disabilities (28%) indicated a decline in student learning. This affected the proficiency and student achievement seen throughout the state reporting of school data. The school is TS & I status. By providing accommodations and modifications that meet the needs of our students then student achievement will increase.
Measurable Outcome:	ESSA data for 2019 was 28% for ESE the goal is to increase this to 41% in 2022. Additionally, our goal is for all ESSA subgroups to increase on the 2022 assessments.
Monitoring:	The leadership team will conduct NEST and iObservation observations. In addition, during Stocktakes the leadership team will review data and make adjustments as necessary. We will also monitor NWEA, NSGRA, and formative data.
Person responsible for monitoring outcome:	Sang Tran-Ponce (sang.tranponce@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences to all students. PSE will require VE teachers to submit lesson plans for intervention time. VE teachers will use Pearson Math Intervention Kit, Reading Mastery, Sonday, and Corrective Reading to provide intervention in Reading and Math to improve our overall Reading and Math proficiency and growth.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and student's individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content-the information and skills that students need to learn. Process-how students make sense of the content being taught. Product-how students demonstrate what they have learned. Affect-The feelings and attitudes that affect student's learning. Full implementation of iii with fidelity using Pearson Math intervention, Reading Mastery, and Corrective Reading will allow all students to receive the correct instruction to meet their needs and address all four of the areas above. In addition, PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

Professional development will be provided on small group Math instruction.

Person Responsible	Shelby Jares (shelby.jares@osceolaschools.net)

ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible	Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible	Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

| **Person Responsible** | Melissa Ortiz (melissa.ortiz@osceolaschools.net) |

School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

| **Person Responsible** | Melissa Ortiz (melissa.ortiz@osceolaschools.net) |

Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

| **Person Responsible** | Karen Corbett (karen.corbett@osceolaschools.net) |

VE teachers will collect and analyze data and use this to plan their instruction.

| **Person Responsible** | Sang Tran-Ponce (sang.tranponce@osceolaschools.net) |

Teachers will participate in weekly PLCs that will focus on differentiation for the ESSA subgroups.

| **Person Responsible** | Sara Czipulis (sara.czipulis@osceolaschools.net) |

Students will participate in targeted interventions in Tier 1,2, & 3.

| **Person Responsible** | Kathryn McCormic (mccormk@martinschools.org) |

Teachers will be provided with training on equity and diversity.

| **Person Responsible** | Melissa Ortiz (melissa.ortiz@osceolaschools.net) |

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared.

A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.

School-wide data shows that 65% of our students are able to regulate their emotions which is down by 3% from the prior school year. Compared to the nation we are in the 19th percentile. This denoted that there is a need to implement SEL lessons to assist students with emotional regulation. We determined that the students will also need SEL in relation to COVID. |
Measurable Outcome:	Emotional regulation scores based on the administration of the Panorama survey will increase from 65% of students regulating their emotions to 70%. The decrease will allow for academic gains as the students are better able to adjust their emotions and focus on instruction.
Monitoring:	We will use Panorama survey data as well as classroom teacher observation to monitor the desired outcome.
Person responsible for monitoring outcome:	Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)
Evidence-based Strategy:	PSE will be implementing SkillsStreaming, Safer Smarter Kids, Second Steps, embedded lessons in our curriculum unit plans, and other research based materials to help increase students ability to regulate their emotions.
Rationale for Evidence-based Strategy:	Social and Emotional Learning (SEL) is not based on prescribed curricula; instead is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build students' current knowledge and skills (Gardner, 1983). Full implementation with fidelity using Monique Burr materials, Safer Smarter Kids, and Second Steps will allow all students to receive the correct instruction to meet their SEL needs. PLCs will allow teachers and guidance conselors to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement	
School Stocktakes will take place monthly to report progress to the Principal in the area of focus.	
Person Responsible	Laura Wheeler (laura.wheeler@osceolaschools.net)
Professional development will be conducted to build shared knowledge of SEL.	
Person Responsible	Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)
Guidance counselors will target high risk students based on Panorama data to create small groups.	
Person Responsible	Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

Principal will update Assistant Superintendents of curriculum during their monthly checkins.

Person Responsible   Karen Corbett (karen.corbett@osceolaschools.net)

Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress for the Area of Focus.

Person Responsible   Karen Corbett (karen.corbett@osceolaschools.net)

Guidance counselors will push into classrooms and provide SEL lessons with each class. Targeting emotional regulation.

Person Responsible   Laura Wheeler (laura.wheeler@osceolaschools.net)

Teachers will be asked to embed SEL lessons in their academic lessons and to work on emotional regulation with students during restorative circles or class community building.

Person Responsible   Laura Wheeler (laura.wheeler@osceolaschools.net)

Teachers and staff will implement the Zones of Regulation program school wide.

Person Responsible   Laura Wheeler (laura.wheeler@osceolaschools.net)

Teachers will increase student input and voice through planning and reflection activities.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

Teachers will receive training and implement Growth Mindset principals within the class.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

All surveys will be analyzed to identify student needs and a schoolwide plan will be developed.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Schoolwide implementation of AVID to create a feeling or post-secondary school culture. To include AVID challenges, College shirt Wednesdays, and career day.

Person Responsible   Kathryn McCormic (mccormk@martinschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Below listed are the additional areas we plan to address:
1. Healthy Habits- the teachers and staff will model and implement healthly
habits in order to help contracting COVID-19.
2. Staff Morale- Administration will work to promote a Growth Mindset with staff
and having a positive mindset. This will be monitored through the Insight survey.
3. Attendance-will be targeted with COVID guidelines being followed. It will be monitored through FOCUS.
4. School culture and environment-will be monitored through the lens of behavior or discipline data collected by the assistance principal and presented in the PBIS 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.

All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussions to guide writing these plans. Teachers, staff, and students are also asked for input as these documents are developed and plans for the school year are developed.

PSES works hard to provide a positive culture and environment through the implementation of PBIS and the Growth Mindset. PBIS and Growth Mindset are promoted during trainings, activities, newsletters, and school wide announcements. This year we are also utilizing Zones of Regulation to promote self-regulation of behaviors for our students. Our teachers participated in a Warm Demand training to start the year off with a sense of inclusion and welcoming.

We work hard to include our community and business partners. They are invited to events throughout the year and help build a positive environment. One partnership with a local church allows us to provide the All Pro dad program at our school. This is geared to get the dads involved on campus.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Laura Wheeler - Guidance Counselor - SEL groups with primary students
Leadership team - Fosters a sense of positive school culture; leads by example
Melissa Ortiz - Warm Demand Training
Classroom teachers - Zones of Regulation; positive classroom culture
Classroom teachers-Growth Mindset implementation
PTO-organize family activities
Academic coaches-family nights. For example, Book Tasting, math nights, etc.

Part V: Budget

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

1	III.A.	**Areas of Focus: Leadership: Instructional Leadership Team**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
4	III.A.	**Areas of Focus: Instructional Practice: Science**	$0.00
5	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
6	III.A.	**Areas of Focus: Culture & Environment: Social Emotional Learning**	$0.00
		Total:	$0.00