School District of Osceola County, FL

Thacker Avenue Elementary For International Studies

2021-22 Schoolwide Improvement Plan

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Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Valerie Martinez

Start Date for this Principal: 6/3/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (45%) 2016-17: C (51%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Shenuski, Tracy	Principal	Job duties focus to ensure the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula. To ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district. To enable faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning. To establish high expectations for learning growth by all students. To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. To provide timely feedback to faculty on the effectiveness of instruction. To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Martinez, Valerie	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. To assist the principal in ensuring the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula. To assist the principal in ensuring student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district; international assessments; and other indicators of student success adopted by the district and state. To assist the principal in enabling faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning. To establish high expectations for learning growth by all students. To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Patel Kashan, Hiraly	Instructional Coach	The Literacy Coach focuses on student progress by working with teachers to ensure implementation of research-based reading programs and strategies with fidelity. Our coach serves as an instructional mentor by conducting lessons, modeling best- practice, working with student groups,

Name	Position Title	Job Duties and Responsibilities
		providing non-evaluative instructional feedback, assessing student progress, and providing input on the intervention and enrichment processes. (MTSS). Her work includes analyzing literacy data to identify trends and develop plans to meet student needs. She provides technical assistance, provides training and helps engage parents through our outreach opportunities.
Hesse, Cathy	Magnet Coordinator	As the IB Coordinator, Ms. Hesse is responsible for facilitating the development and the implementation of our approved Programme of Inquiry. These trans-disciplinary themes are central to the foundations necessary to create globally minded learners at every grade level VPK-grade 5. Mrs. Hesse will participate, lead and foster professional development as we enter the re-authorization and evaluation process this school year. Her reading endorsement will also allow us to continue working with literacy at high levels.
Grayek, Nicole	Math Coach	Math and science coach focuses on student achievement by working with teachers to ensure quality implementation of Instructional research-based math and science programs. Support and assist classroom teachers in assessing the specific math and science needs of students. Provide opportunities for professional development. She will work to support PLC, data analysis, disaggregation and equity-based instruction.
Page, Beverly	Staffing Specialist	The RCS works with directly with both teachers and leaders to schedule, staff, nd support students with exceptional needs including the development of IEPs, documentation of services rendered, home-to-school connections, and instructional supports. The RCS maintains compliance with IDEA and provides data to support the students with special needs in regards to additional services needed.
Little, Carolyn	School Counselor	The guidance counselor works directly to support SEL school wide, small targeted intervention groups, implementation of 504 plans, parent conferences, Bullying designee and threat assessments.
Shaw, Christine	Instructional Media	The media specialist is integral in supporting literacy school wide. In addition, this position serves as the testing coordinator for district and state sponsored assessments. This position interacts with every student at every level and coordinates school-wide efforts in literacy. This position also assists with the technology home-to-school connections.
Martinez, Margaret	School Counselor	The 21st Century Grant funded Guidance Counselor works to implement an intensive school-wide, targeted behavior intervention support program. The purpose of this position is provide both academic and behavioral supports to assist students and families in accessing school based opportunities for success.

Name	Position Title	Job Duties and Responsibilities
Miller, Michael	Behavior Specialist	The behavior interventionist position works with the 21st Century Guidance Counselor to support targeted academic and behavior supports in line with the school's strategic plan for improvement. This position will look at how to increase engagement and ownership of learning in math through building strong student relationships and perseverance. Using Panorama data and concepts such as restorative justice to build student abilities to express themselves, ask questions, and regulate emotions.
Whetstone, Amy		The MTSS coach works to build a system of academic and behavior supports to ensure students and families remain engaged in the system of school. This role monitors and implements the organizational structure of tiered intervention in core content and behavior. This person is an expert in instructional delivery, differentiation, and is detail oriented. The position has a comprehensive understanding of content and data analysis.
Moreta, Gladys	Instructional Coach	The T&L instructional mentor supports teaching and learning by providing classroom supports, modeling, mentoring, and content understanding. This person works directly with teachers in collaborative planning, increasing instructional capacity, and understanding student data in order to take corrective action at the classroom level. This person is reading endorsed and available to support all school-based programs such as AVID, Dual Language, and IB.
Cannoe, Christopher		The 21st Century Learning Grant coordinator supports academic and social emotional learning supports as the coordinator for the after school program. This person coordinates the academic supports for our lowest quartile students in an extended learning opportunity. They serve as a primary support for home-to-school relationship. THey monitor the fidelity of the implementation of the grant at the school level.
Melendez, Rosmar	ELL Compliance Specialist	The role of EES is collaborative and strategic. This position monitors the compliance portion of our second language learners, ensures fidelity with the requirements of the consent decree are being met. They are integral in providing instructional support strategies to meet the needs of students with the need for supports.

Demographic Information

Principal start date
Wednesday 6/3/2020, Valerie Martinez

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

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

31

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

627

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

9

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	100	119	89	94	109	110	0	0	0	0	0	0	0	621
Attendance below 90 percent	11	13	10	9	8	9	0	0	0	0	0	0	0	60
One or more suspensions	0	1	1	6	6	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	2	2	7	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	49	38	55	0	0	0	0	0	0	0	142
Level 1 on 2019 statewide FSA Math assessment	0	0	0	53	45	58	0	0	0	0	0	0	0	156
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	18	23	0	0	0	0	0	0	0	41

The number of students identified as retainees:

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

Friday 8/27/2021

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

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

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

The number of students identified as retainees:

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

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	61	0	0	0	0	0	0	0	0	0	0	0	0	61
Attendance below 90 percent	11	7	19	15	15	14	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	2	7	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	36	0	0	0	0	0	0	0	36

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	1	0	0	0	0	0	0	0	0	0	2
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				44%	53%	57%	47%	51%	56%
ELA Learning Gains				50%	56%	58%	54%	54%	55%
ELA Lowest 25th Percentile				40%	51%	53%	41%	46%	48%
Math Achievement				50%	55%	63%	49%	54%	62%
Math Learning Gains				61%	59%	62%	45%	56%	59%
Math Lowest 25th Percentile				48%	45%	51%	34%	42%	47%
Science Achievement				44%	49%	53%	43%	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	43%	51%	-8%	58%	-15%
Cohort Comparison						
04	2021					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		-43%				
05	2021					
	2019	32%	48%	-16%	56%	-24%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	54%	-11%	62%	-19%
Cohort Comparison						
04	2021					
	2019	54%	53%	1%	64%	-10%
Cohort Comparison		-43%				
05	2021					
	2019	35%	48%	-13%	60%	-25%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	45%	-8%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

KG- NSGRA, NWEA, FLKRS, NWEA Phonics, Common Assessments, Open Court
1st- NSGRA, NWEA, NWEA Phonics, Common Assessments, Open Court
2nd-NSGRA, NWEA, NWEA Phonics, Common Assessments, Open Court
3rd- NSGRA, NWEA, Portfolios, District formatives Math, Science, Osceola Writes
4th- NSGRA, NWEA, District formatives Math, Science, Osceola Writes
5th- NSGRA, NWEA, District formatives Math,Science, Osceola Writes
Grades 3-4-5 Panorama surveys for Social Emotional Learning
School based quarterly SEL survey

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	28%	29%
	Economically Disadvantaged	53%	24%	24%
	Students With Disabilities	29%	0%	23%
	English Language Learners	45%	18%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	35%	33%
	Economically Disadvantaged	52%	34%	31%
	Students With Disabilities	25%	8%	15%
	English Language Learners	50%	30%	20%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	38%	31%
	Economically Disadvantaged	48%	31%	25%
	Students With Disabilities	20%	0%	0%
	English Language Learners	44%	33%	22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	29%	31%
	Economically Disadvantaged	48%	21%	26%
	Students With Disabilities	20%	0%	0%
	English Language Learners	44%	33%	22%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	39%	31%
	Economically Disadvantaged	48%	38%	27%
	Students With Disabilities	18%	11%	6%
	English Language Learners	36%	28%	22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	31%	32%
	Economically Disadvantaged	31%	23%	28%
	Students With Disabilities	17%	11%	6%
	English Language Learners	34%	26%	27%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	41%	34%
	Economically Disadvantaged	47%	34%	32%
	Students With Disabilities	0%	7%	7%
	English Language Learners	48%	36%	27%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	27%	33%
	Economically Disadvantaged	38%	24%	31%
	Students With Disabilities	0%	0%	7%
	English Language Learners	37%	22%	20%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	44%	37%
	Economically Disadvantaged	48%	37%	31%
	Students With Disabilities	17%	21%	21%
	English Language Learners	46%	38%	38%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	30%	33%
	Economically Disadvantaged	38%	23%	30%
	Students With Disabilities	0%	0%	11%
	English Language Learners	39%	28%	30%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	43%	45%
	Economically Disadvantaged	49%	35%	34%
	Students With Disabilities	13%	21%	15%
	English Language Learners	50%	45%	42%

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	18	16	9	20	16		16				
ELL	37	43	22	37	35	7	36				
BLK	28	23		38	15		29				
HSP	38	35	33	35	34	23	35				
WHT	41	50		46	50		54				
FRL	34	33	35	33	32	26	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	21	44	46	22	50	54	23				
ELL	37	46	38	48	60	50	33				
BLK	36	43		48	63		40				
HSP	43	51	44	48	61	49	43				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	56	53		57	54		52				
FRL	41	47	42	46	59	47	42				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	33	51	35	27	37	25	40				
ELL	38	52	46	39	42	36	16				
BLK	45	41		40	41		50				
HSP	44	53	41	46	44	37	34				
WHT	59	69		68	51		79				
FRL	46	53	43	45	45	33	37				

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	36
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	55
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	34
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	27
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	36
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
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	35
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?

State-wide data from 2018-2019 indicates that our lowest area of achievement was for the SWD subgroup on ELA performance at 21%. Students are ranging from 2-4 years below grade level by the time they enter 3rd grade. This makes closing the achievement gap very difficult. In addition, the predominance of newly enrolled students with IEPs from other states and districts has increased caseload and created a need for more resources. This information coupled with the implementation of a new monitoring tool through NWEA shows that progress concerns in ELA, specifically phonemic awareness, vocabulary development and comprehension strategies, continue for SWD as well as other subgroups. COVID SLIDE is a real and present concern and it should be noted that we began the year with 25% of the students choosing to attend school in person and by the 4th quarter, nearly 80% of students were attending in person. The constant changes in scheduling and instructional platforms being used made it difficult to address all concerns. Panorama survey data shows that students are unable to regulate emotion and feel as though the school climate needs addressed with regards to safety and a sense of belonging. These SEL needs pervasively effect the ability to address learning in the classroom.

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

Student academic performance is a concern in all content areas. This occurs when the tier I instruction needs to be addressed. As the only IB-PYP school in the district, a considerable amount of effort has been placed on gaining an opportunity to design our curriculum units in ways that support the IB-PYP model. There is a need to increase mastery learning to and beyond proficiency in all groups, especially for our our African American Student sub-group for both males and females. Core content reading instruction with an emphasis on foundational reading skills is needed at every grade level based on NWEA and NSGRA data collection.

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

Thacker has experienced significant staff turnover at the administrative, leadership, and instructional levels over the past 5 years resulting in a constant need to redistribute effectiveness in varying grade levels and positions. This constant change has been a barrier to instructional development in capacity for excellence and created a system in need of consistency in order to become stabilized. This year we have seen the lowest voluntary transfer requests in some time. It is the principal's second consecutive year and the Assistant Principal's 3rd year. in order to continue improvement, the staff must stabilize and a clearly aligned focus that coordinates high quality instruction, rigorous curriculum and actionable feedback must occur.

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

The data component that showed the most improvement for the 2018-2019 school year was overall FSA Math Learning Gains at 16%. NWEA data from 2020-2021 does not indicate the same level of growth. During the 2019 school year, there existed a dedicated paraprofessional providing daily intervention and support with math mini-lessons aligned to the curriculum timeline. She used

computer supported programs as well. This position has been eliminated due to budget. The computer programs are no longer supported.

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

The Math Coach provided dedicated support to classroom teachers aimed at improving rigorous , standards-aligned math instruction that met the demands of the assessment process. This included the development of standards-aligned daily tasks and test-aligned question stems to provide students with an opportunity to understand their assessment.

In order to address this level of support, the new Math Coach is working with teachers to differentiate instruction and provide standards-aligned stations to allow for more small-group instruction in math. Additionally, a newly funded grant position for academic and behavior support will be addressing learning in math.

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

Acceleration is based on accurately knowing the performance of students and actively engaging them them in both remedial, on-target, and enrichment activities. As we learned how to navigate COVID conditions, we explored creative solution to student grouping which allowed for more intensive supports with opportunities to increase exposure to o and above grade level tasks. Using data from NWEA, teachers were able to design instructional supports to help students close gaps created by the pandemic. Strategies that reimagine student grouping, systematic review of performance, rigorous task aligned to the BEST standards, and on-going performance checks are necessary to accelerate learning.

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.

Professional development is critical to improved instructional practices, which must occur in order to maximize and improve student achievement in every classroom. This is an evaluation year for IB certification as well as the initial year of AVID implementation. Professional development will center around these two areas as well as around supporting trauma impacted classrooms through social emotional learning initiatives like restorative justice and principles of self-regulation. Comprehensively we are addressing the needs of students academically and socially with organization structures and curriculum understanding.

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

Thacker Avenue Elementary School for International Studies offers a multitude of service delivery models to meet student needs. In addition to the areas addressed above, we will continue to provide support for learning in the home with Instructional Support videos for parents and students. We will continue to meet monthly to address learning in the home with building capacity events funded by Title I. We will also continue to support learning and social-emotional well-being with our after school programs as part of the 21st Learning grant for our lowest quartile students.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	School level leadership is integral to the success of the system. At Thacker, we look to establish and retain a highly-effective leadership team in order to improve school-based systems of continuous improvement. Instructional leadership at all levels within a system focuses on establishing high expectations, inclusive mind-sets, strengths-based programs, and on-going monitoring, reflection, and action cycles to address school needs. At the heart of these attributes is the development and improvement of student academic and social emotional outcomes. Thacker will need to continue developing systems that support growth and learning while retaining employees so that disruptions to the culture and climate are minimized.
Measurable Outcome:	Thacker has experienced on-going changes in the membership of the leadership team. With changing members and lack of stability, disrupted practices give way to inconsistent performance and expectations. In 2020, 7 new staff members were hired into the leadership team which has 12 members in total. We look to maintain membership on the team by retaining at least 10/12 members or 83% of the staff members each year.
Monitoring:	This area of focus will be monitored through the stay interview process which is conducted bi-annually to determine staffing needs. Quarterly needs assessment opportunities will be provided to strengthen commitment to our systems and ensure the position is meeting the needs of the employee so that retention in the role is possible and a succession management plan can be developed.
Person responsible for monitoring outcome:	Amy Whetstone (amy.whetstone@osceolaschools.net)
Evidence-based Strategy:	Evidence based practices provide systems level development opportunities when applied to leadership team best practices. This leadership team will continue to engage in two primary structural and organizational processes: Stocktake and Leadership Team meetings. These two processes will be represented visually and interacted with on an on-going basis to foster in-depth understanding and application. The Stocktake process leverages a distributive leadership model that positions every leader to use data to determine areas of focus for which they and their teams would take action to ultimately improve school and district performance and student achievement. Stocktakes were put in place to build the capacity of school leaders and keep them focused on the mission and vision. This process helps transform the culture of the school by creating a sense of collective ownership through transparent continuous improvement and accountability.
Rationale for Evidence-based Strategy:	Stocktake meetings allow for constant monitoring of performance data aligned to the school improvement plan on a monthly basis. This data rich process for accountability allows for progress monitoring to take place in context, and also allows for solutions to be generated when issues arise, therefore, eliminating the gap between data sets from becoming a barrier to achievement. Leadership team meetings- These meetings support team building, monitoring, and cohesiveness and insure that frequent check-ins support the school mission and vision. They scaffold the steps necessary to enact the strategies planned for and discussed through stocktake.

Action Steps to Implement

School Leadership Development- Administration will increase leadership capacity through hiring and retention. Share leadership structures will distribute tasks in an organized and intentional manner which will increase capacity and productivity with regards to the overall system.

Person Responsible   Tracy Shenuski (tshenuski@fcsdfl.org)

Data Disaggregation and Monitoring- On-going review of collected data will be disseminated, discussed and acted up through the lead team meetings and stocktake processes. Additional opportunities to review and act upon data will occur at structured PLC focus groups for AVID/IB, Student Achievement/ PBiS/ and MTSS scheduled dates monthly. The School has a data room to see individual, sub-group, whole grade data in one location.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Teacher-Targeted Feedback- Teachers will receive feed back on Standards-alignment through use of the target-task alignment tools used by Thacker. This tool will allow us to insure that the work of students and the teaching provided results in increased understanding and learning at the depth of the standard.

Person Responsible   Tracy Shenuski (tshenuski@fcsdfl.org)

Non-Evaluative School Trend Instrument (NESTI-Walkthrough tool)- The leadership team will collaborate and plan for the use of NESTI as a means to gather trend data. These snapshots will allow for adjustments to be made resulting in a stronger connection to high expectations for student achievement.

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

IB evaluation- The IB evaluation process requires action planning from the leadership team. No one on the leadership team has been involved in this process, therefore we will be learning as we go. This will require us to increase our own capacity as a team as we learn about the evaluation and complete the recommendations of the results.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	English Language Arts is the foundation of all learning. It is through learning to read, reading to learn, and then writing to express understanding, that performance in all other subject areas can be demonstrated. As a multi-dimensional content area, it is important to focus on foundational skills, application skills, writing skills, and speaking and listening. Thacker serves populations impacted by poverty, language acquisition, lack of support for learning in the home, and students in need of intensive instructional supports. In addition to the student needs, the vast majority of our instructional staff have less experience in the filed requiring additional hands-on support for instructional best practices. School-wide data at all levels, and across all sub-groups indicates that proficiency in ELA falls below expected outcomes.
Measurable Outcome:	We will decrease the number of students not proficient in ELA by 10 percent over the course of the school year as measured by NWEA. A triannual comparison to NSGRA will be used to help triangulate beginning, middle, and end of the year performance and will be displayed in the data room which will be used for MTSS and PLC team collaboration times.
Monitoring:	We will monitor for this decrease through the interim assessment schedule as provided by the district. This will include the assessments of NSGRA, NWEA, Open Court, and NWEA phonics. These data points will be discussed in monthly stock take, monthly PLC, monthly MTSS and weekly leadership team meetings.
Person responsible for monitoring outcome:	Hiraly Patel Kashan (hiraly.patelkashan@osceolaschools.net)
Evidence-based Strategy:	Three Evidence-based processes will be used to monitor progress in an on-going manner. Process #1- Collaborative Planning involves grade level teams and instructional coaches working and learning together as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating "Essential Questions." using IB units of inquiry, cups and best practices. Process #2- PLC- groups of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students by analyzing work samples, outcome data, and anecdotal records. Process #3- MTSS (Tiered Instruction) A systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students with diverse academic and social emotional/behavioral needs.
Rationale for Evidence-based Strategy:	Administrators cannot, and should not, be the only leaders in a school. The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for accountability and student learning results (Marsh, 2000; Pellicer & Anderson, 1995; Smylie, Conley & Marks, 2002). The implication of teacher leadership for schools exists around a shared leadership model in an empowering learning community. However, the absence of a clear concept of teacher leadership limits collective action to effectively change schools and improve student learning. These processes empower teachers to leverage their leadership and expertise.

Action Steps to Implement

Collaborative Planning
1. Weekly support for planning via sign-up with Ms. Moreta or other selected instructional coach.
2. Monthly planning support for IB Units that include reflection on covered materials, and resource development for upcoming units of study.
3. Common planning structures with monthly opportunities for support teachers to plan with teams.

4. Monthly team leader meetings to deliver important information, data, and resources lead by content leaders, with specific emphasis on sub- groups including the lowest 25%, previously retained students, and students with attendance concerns.
5. Structured vertical alignment meetings to ensure seamless connections across grade levels and content expectations.

Person Responsible   Gladys Moreta (gladys.moreta@osceolaschools.net)

Professional Learning Communities
1. Establish PLC protocols and select teachers leaders for the role based on effectiveness, messaging, and expertise.
2. Create a monthly focus schedule for IB/AVID supports, PBIS, and MTSS focus.
3. Ensure that teams are using Norms to guide their work and monitor with support structures.
4. Use a solution-focused approach to create tasks that guide development and increase authentic use of multiple data sources,with specific emphasis on sub- groups including the lowest 25%, previously retained students, and students with attendance concerns. .

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

Tier 1
1. Use the IB-PYP and CUPs for a guaranteed and viable curriculum.
Monitor with walkthroughs, the Nesti and observation requirements. 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.
2. Analyze NWEA to ensure students are moving beyond proficiency.
3. Provide on-going training an supports for WICOR with on-site coaches.
4. Review grading practices, student work samples, and task development to determine alignment
5. Kindergarten Open Court- print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
6.1stgrade. Open Court - letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.
7.2ndgrade Open Court - decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development
8.T1/T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Tier 2 Instructional Intervention Practices include corrective instructional practices on standards level content. Using the decision tree for guidance, tier 2 instruction will be monitored for the following types of activities:
1. Provide instruction with modeling.
2. Check that students are doing the activity correctly.
3. Have students demonstrate what they are doing.
4. Have students repeat instructions.
5. Provide corrective feedback to individual students.
6. Provide multiple examples.
Teachers will receive supports for these practices through the instructional coaches.
7.RISE reading for T2
8.Pre-Teaching strategies for T2

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Tier 3 Intensive Instructional Intervention- is provided to students who lack basic foundational skills in content or behavior. Systematic and explicit instruction is provided by a highly effective teacher to close performance gaps and accelerate learning for these students. This includes:

1. Increased time, intensity, and duration of access to content in a smaller group setting.
2. Use of research, district approved practices and resources.
3. Frequent and on-going collection of data with reviews of progress.
4. Clear and consistent communication with parents.
Instructional coaches will help monitor and provide supports for students in Tier 3 as well as work with teachers on how to effectively intervene.
5.T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math is a gateway content for higher learning. It is through development in numeracy that the critical thinking skills necessary to become a creative problem-solver are solidified. As a multi-dimensional content area, it is important to focus on foundational skills, application skills, and speaking and listening. Thacker serves populations impacted by poverty, language acquisition, lack of support for learning in the home, and students in need of intensive instructional supports. In addition to the student needs, the vast majority of our instructional staff have less experience in the filed requiring additional hands-on support for instructional best practices. School-wide data at all levels, and across all sub-groups indicates that proficiency in Math falls below expected outcomes.
Measurable Outcome:	We will decrease the number of students not proficient in Math by 10 percent over the course of the school year as measured by NWEA. A triannual comparison to student grades, progress monitoring exams, and NWEA will be used to help triangulate beginning, middle, and end of the year performance and will be displayed in the data room which will be used for MTSS and PLC team collaboration times.
Monitoring:	We will monitor for this decrease through the interim assessment schedule as provided by the district. This will include the assessments of NWEA, Classroom assessments, and progress monitoring assessments. These data points will be discussed in monthly stock take, monthly PLC, monthly MTSS and weekly leadership team meetings.
Person responsible for monitoring outcome:	Nicole Grayek (nicole.grayek@osceolaschools.net)
Evidence-based Strategy:	Three Evidence-based processes will be used to monitor progress in an on-going manner. Process #1- Collaborative Planning involves grade level teams and instructional coaches working and learning together as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating "Essential Questions." using IB units of inquiry, cups and best practices. Process #2- PLC- groups of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students by analyzing work samples, outcome data, and anecdotal records. Process #3- MTSS (Tiered Instruction) A systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students with diverse academic and social emotional/ behavioral needs.
Rationale for Evidence-based Strategy:	Administrators cannot, and should not, be the only leaders in a school. The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for accountability and student learning results (Marsh, 2000; Pellicer & Anderson, 1995; Smylie, Conley & Marks, 2002). The implication of teacher leadership for schools exists around a shared leadership model in an empowering learning community. However, the absence of a clear concept of teacher leadership limits collective action to effectively change schools and improve student learning. These processes empower teachers to leverage their leadership and expertise.

Action Steps to Implement

Collaborative Planning
1. Weekly support for planning via sign-up with Ms. Grayek or other selected instructional coach.
2. Monthly planning support for IB Units that include reflection on covered materials, and resource development for upcoming units of study.
3. Common planning structures with monthly opportunities for support teachers to plan with teams.

4. Monthly team leader meetings to deliver important information, data, and resources lead by content leaders, with specific emphasis on sub- groups including the lowest 25%, previously retained students, and students with attendance concerns.
5. Structured vertical alignment meetings to ensure seamless connections across grade levels and content expectations.

Person Responsible   Nicole Grayek (nicole.grayek@osceolaschools.net)

Professional Learning Communities
1. Establish PLC protocols and select teachers leaders for the role based on effectiveness, messaging, and expertise.
2. Create a monthly focus schedule for IB/AVID supports, PBIS, and MTSS focus.
3. Ensure that teams are using Norms to guide their work nd monitor with support structures.
4. Use a solution-focused approach to create tasks that guide development and increase authentic use of multiple data sources,with specific emphasis on sub- groups including the lowest 25%, previously retained students, and students with attendance concerns.

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

Tier 1 Foundational Instructional Practices-
1. Use the IB-PYP and CUPs to determine the guaranteed and viable curriculum for all students. Monitor its use with classroom walkthroughs, target task alignment tool, the Nesti and observation requirements.
2. Analyze student data through NWEA to ensure increasing numbers of students are moving toward and beyond proficiency.
3. Provide on-going training an supports for curriculum delivery with on-site coaches.
4. Review grading practices, student work samples, and task development to determine alignment
5. Look for WICOR in use.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Tier 2 Instructional Intervention Practices include corrective instructional practices on standards level content. Using the decision tree for guidance, tier 2 instruction will be monitored for the following types of activities:
1. Provide instruction with modeling.
2. Check that students are doing the activity correctly.
3. Have students demonstrate what they are doing.
4. Have students repeat instructions.
5. Provide corrective feedback to individual students.
6. Provide multiple examples.
Teachers will receive supports for these practices through the instructional coaches.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Tier 3 Intensive Instructional Intervention- is provided to students who lack basic foundational skills in content or behavior. Systematic and explicit instruction is provided by a highly effective teacher to close performance gaps and accelerate learning for these students. This includes:
1. Increased time, intensity, and duration of access to content in a smaller group setting.
2. Use of research, district approved practices and resources.
3. Frequent and on-going collection of data with reviews of progress.
4. Clear and consistent communication with parents.
Instructional coaches will help monitor and provide supports for students in Tier 3 as well as work with teachers on how to effectively intervene.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Scientific development is the content that drives innovation and defines future roles in leading world nations. It is through learning scientific processes that we begin to understand how the world works and begin to create creative solutions to adapt and overcome challenges. As a multi-dimensional content area, it is important to focus on foundational skills, application skills, and critical thinking/ problem-solving skills. Thacker serves populations impacted by poverty, language acquisition, lack of support for learning in the home, and students in need of intensive instructional supports. In addition to the student needs, the vast majority of our instructional staff have less experience in the filed requiring additional hands-on support for instructional best practices. School-wide data at all levels, and across all sub-groups indicates that proficiency in Science falls below expected outcomes.
Measurable Outcome:	We will decrease the number of students not proficient in Science by 10 percent over the course of the school year as measured by NWEA. A triannual comparison to student grades, progress monitoring exams, and NWEA will be used to help triangulate beginning, middle, and end of the year performance and will be displayed in the data room which will be used for MTSS and PLC team collaboration times.
Monitoring:	We will monitor for this decrease through the interim assessment schedule as provided by the district. This will include the assessments of NWEA, Classroom assessments, and progress monitoring assessments. These data points will be discussed in monthly stock take, monthly PLC, monthly MTSS and weekly leadership team meetings.
Person responsible for monitoring outcome:	Cathy Hesse (cathy.hesse@osceolaschools.net)
Evidence-based Strategy:	Three Evidence-based processes will be used to monitor progress in an on-going manner. Process #1- Collaborative Planning involves grade level teams and instructional coaches working and learning together as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating "Essential Questions." using IB units of inquiry, cups and best practices. Process #2- PLC- groups of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students by analyzing work samples, outcome data, and anecdotal records. Process #3- MTSS (Tiered Instruction) A systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students with diverse academic and social emotional/ behavioral needs.
Rationale for Evidence-based Strategy:	Administrators cannot, and should not, be the only leaders in a school. The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for accountability and student learning results (Marsh, 2000; Pellicer & Anderson, 1995; Smylie, Conley & Marks, 2002). The implication of teacher leadership for schools exists around a shared leadership model in an empowering learning community. However, the absence of a clear concept of teacher leadership limits collective action to effectively change schools and improve student learning. These processes empower teachers to leverage their leadership and expertise.

Action Steps to Implement

Collaborative Planning
1. Weekly support for planning via sign-up with Ms. Grayek or other selected instructional coach.
2. Monthly planning support for IB Units that include reflection on covered materials, and resource

development for upcoming units of study.
3. Common planning structures with monthly opportunities for support teachers to plan with teams.
4. Monthly team leader meetings to deliver important information, data, and resources lead by content leaders, with specific emphasis on sub- groups including the lowest 25%, previously retained students, and students with attendance concerns.
5. Structured vertical alignment meetings to ensure seamless connections across grade levels and content expectations.

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

Professional Learning Communities
1. Establish PLC protocols and select teachers leaders for the role based on effectiveness, messaging, and expertise.
2. Create a monthly focus schedule for IB/AVID supports, PBIS, and MTSS focus.
3. Ensure that teams are using Norms to guide their work nd monitor with support structures.
4. Use a solution-focused approach to create tasks that guide development and increase authentic use of multiple data sources, with specific emphasis on sub- groups including the lowest 25%, previously retained students, and students with attendance concerns.

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

Tier 1 Foundational Instructional Practices-
1. Use the IB-PYP and CUPs to determine the guaranteed and viable curriculum for all students. Monitor its use with classroom walkthroughs, target task alignment tool, the Nesti and observation requirements.
2. Analyze student data through NWEA to ensure increasing numbers of students are moving toward and beyond proficiency.
3. Provide on-going training an supports for curriculum delivery with on-site coaches.
4. Review grading practices, student work samples, and task development to determine alignment
5. Look for WICOR in use.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Tier 2 Instructional Intervention Practices include corrective instructional practices on standards level content. Using the decision tree for guidance, tier 2 instruction will be monored for the following types of activities:
1. Provide instruction with modeling.
2. Check that students are doing the activity correctly.
3. Have students demonstrate what they are doing.
4. Have students repeat instructions.
5. Provide corrective feedback to individual students.
6. Provide multiple examples.
Teachers will receive supports for these practices through the instructional coaches.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

Tier 3 Intensive Instructional Intervention- is provided to students who lack basic foundational skills in content or behavior. Systematic and explicit instruction is provided by a highly effective teacher to close performance gaps and accelerate learning for these students. This includes:
1. Increased time, intensity, and duration of access to content in a smaller group setting.
2. Use of research, district approved practices and resources.
3. Frequent and on-going collection of data with reviews of progress.
4. Clear and consistent communication with parents.

Instructional coaches will help monitor and provide supports for students in Tier 3 as well as work with teachers on how to effectively intervene.

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	When reviewing the ESSA sub-group data, students with disabilities (SWD) show lower than anticipated growth and performance. In order to help all student demonstrate success and become prepared to graduate to a college or career opportunity, we must address the gaps in learning for our most marginalized group. Diverse student populations require intentional dedication to issues in regards to equity and inclusion. The COVID 19 pandemic exacerbated the performance gaps for the sub-group of students by limiting their access to supports needed because of a disrupted school year. At Thacker Avenue Elementary School for International Studies we understand that our students in this subgroup are also represented in other sub-groups as well, thus making their impact a school-wide imperative. Providing an equitable inclusive environment to grow and learn is a social and moral imperative.
Measurable Outcome:	School-wide data support systems such as POWER BI will be used to analyze student performance data in all sub-groups. We seek to decrease the percentage of student not proficient by 10 percent in each subgroup. As data becomes available in the coming weeks, we will be able to put numbers to names.
Monitoring:	Using Power BI and the StockTake process, teams of teachers with the support of leadership team members will be able to monitor groups for their performance. Factoring in mobility and staffing rates, we can keep a finger on the pulse of performance through our weekly and monthly meetings in MTSS, PLC, and StockTake.
Person responsible for monitoring outcome:	Rosmar Melendez (rosmar.melendez@osceolaschools.net)
Evidence-based Strategy:	Three Evidence-based processes will be used to monitor progress in an on-going manner. Process #1- Collaborative Planning involves grade level teams and instructional coaches working and learning together as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating "Essential Questions." using IB units of inquiry, cups and best practices. Process #2- PLC- groups of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students by analyzing work samples, outcome data, and anecdotal records. Process #3- MTSS (Tiered Instruction) A systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students with diverse academic and social emotional/ behavioral needs.
Rationale for Evidence-based Strategy:	Administrators cannot, and should not, be the only leaders in a school. The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for accountability and student learning results (Marsh, 2000; Pellicer & Anderson, 1995; Smylie, Conley & Marks, 2002). The implication of teacher leadership for schools exists around a shared leadership model in an empowering learning community. However, the absence of a clear concept of teacher leadership limits collective action to effectively change schools and improve student learning. These processes empower teachers to leverage their leadership and expertise.

Action Steps to Implement

Outcomes for Multiple Subgroups through progress monitoring and data disaggregation-
1. MTSS Coach reports data and shares out with stakeholders during regularly scheduled meetings.
2. School-wide data will be shared to elicit feedback and support protocols for improvement in school

newsletter to staff

3. Data room will be used to display data in content areas for work in PLCs and for instructional planning.

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

Instructional Practices (Rigor, Engagement, Differentiation)-

1. NESTI will be used to gather trend data for professional development and support

2. Leadership will use the target-task alignment tool to monitor rigor in the classroom

3. AVID strategies and IB_PYP will be used to provide rigorous and engaging work for students.

4. Differentiated opportunities will be provided with support for their development from the leadership coaches.

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

Professional Learning Communities-

1.Groups of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students by analyzing work samples, outcome data, and anecdotal records with leadership team members

2. Frequent reflection to determine level of implementation using the PLC Protocols

3. Strengths-based framework to focus on opportunities for growth and team level diversification.

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

Equity and Diversity

1. The use of the school data room to help uncover areas for growth and student support, allocation of said supports, and other identified needs as discovered.

2. Instructional supports provided through Social Emotional Learning and Intervention in 21st Century learning funded grants.

3. Dedication to providing a culture based on restorative justice principles through training and grass-roots professional development.

Person Responsible   Beverly Page (beverly.page@osceolaschools.net)

MTSS Instructional Intervention Practices -A systematic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students with diverse academic and social emotional/ behavioral needs.

1. Student selection is on-going

2. Periodic, scheduled reviews every 6 weeks in conjunction with units of learning

3. Extended learning and enrichment opportunities provided based on student outcomes

Person Responsible   Amy Whetstone (amy.whetstone@osceolaschools.net)

#6. Other specifically relating to Culture & Environment

Area of Focus Description and Rationale:

School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. Thacker Avenue Elementary School for International Studies is a school that lacks stability in staff. As such, creating a foundation of excellence has been difficult as evidenced by student outcome results. According to The Aspen Education & Society Program and the Council of Chief State School Officers (2017): "Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income" (p. 3). To do this, we need to think about how classroom structures and systems are set up. Is the learning environment set up for students to access and self-select which structures and supports they need? Or is the teacher mostly dictating which supports students will be offered?

If we are truly dedicated to creating an equitable learning environment, then we understand that not all students need all the same structures and supports. Therefore, classroom systems should have an element of universal access and self-selection of the structures and supports students use. This begins by stabilizing and then working with the staff to define our expectations and put them into action.

Measurable Outcome:

Great growth has been recorded in the Insight Survey from Fall of 2019 to Spring of 2021. In each domain, TAESIS surpassed the district growth scores with the largest gain in Learning Environment which went from an index score of 2.7 to 5.4. The following increases were seen in the Thacker surveys, Academic Opportunity from 4.7-5.0; observation and feedback from 4.6-5.4; professional development from 4.3-5.3,; hiring processes from 4.8-6.3; instructional planning for student growth from 3.7-5.2; evaluation from 4.7-6.3; peer culture from 3.8-5.4; diversity, equity and inclusion from 4.8-6.5; and leadership from 3.9-6.0. The overall instructional culture index for Thacker went from 6.9-8.0. The Osceola Average is 7.3. The national average is 7.6 and the national top quartile average is 9.2. Our goal is to meet or exceed the Osceola Top Quartile score of 8.8.

Monitoring:

Intentional feedback opportunities are critical to the growth and development process. We are going to utilize quarterly benchmark surveys with both students and staff to gather feedback on our progress in the identified areas of academic opportunity, professional development, and instructional planning. These will be reported in our Stocktake and PLC process and students evidence will be used to develop solutions. We will se the PLC protocol development form from our district to record progress seeking to create groups of teachers moving beyond stage 5 creating highly effective teams.

Person responsible for monitoring outcome:

Valerie Martinez (valerie.martinez@osceolaschools.net)

Evidence-based Strategy:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. These collaborative structures are necessary to ensure the delivery of a guaranteed and viable curriculum in an environment that supports and rewards collaborative structures. PLC groups meet weekly to plan and take action on several school support structures including a guaranteed and viable curriculum, differentiation, student performance data, student behavior with positive behavior supports; and social emotional learning.

Rationale for Evidence-based Strategy:	A PLC is defined as a group of teachers who generate timely responses to student issues that are based on intervention rather than remediation, and that generate action steps to ensure the implementation of high-quality evidence-based practices with fidelity (Hoover & Love, 2011). In PLCs, teachers learn from and with each other, and come to see themselves as a community of teachers who focus on the implementation of ideas and practices tailored to their individual strengths and capacities such that the phrase 'my students' genuinely becomes 'our students'. They reflect on their individual and collective teaching and its impact on student learning, and jointly analyze data from many sources that lead to an examination of instruction where learner-centered challenges are reframed as instructional challenges, where teaching practice is examined, where teachers observe one another, and where feedback and debriefing are consistently evident (Attard, 2012; DuFour, 2004; Morrissey, 2000; Wood, 2007).

Action Steps to Implement

School Safety and Social Emotional Learning are addressed in the school-wide and small-group PLCs, specifically with PBIS
1. Monthly PBiS action meetings will include professional development and problem-solving based on student issues that arise.
2.Implementation of Sanford Harmony
3.Implementation of quarterly student surveys using Panorama stems
4.Implementation of restorative practices and Zones of regulation

Person Responsible Carolyn Little (carolyn.little@osceolaschools.net)

Community and Parent Involvement are integral components in establishing a culture of performance, compassion, and commitment.
1. Create a Bi-Lingual learning center with quarterly opportunities to support parents and students.
2. Create academic tutorials to build capacity to support learning in the home
3. Continue Wildcat Wednesday events
4. Build the business partner relationships with established personnel as liaisons.
5. Establish High School mentors program to create a vision of career and college capacity.

Person Responsible Gladys Moreta (gladys.moreta@osceolaschools.net)

Equity and Diversity require a proactive and transformative approach to the work of being an educator. The work in creating an equitable environment will include the following strategies:
1. Restorative practices in PBiS, school-wide including the conflict-free recognition initiative led by the assistant principal and PBiS team..
2. Identifying the strengths of the staff in order to tap into how to best fill gaps in performance and function using Clifton Strengths 2.0.
3. Selected grade groups will engage in Clifton for Kids, to begin to solidify their post-secondary pathways, this includes an exploration program during block.
4. Subgroup data will be shared through school processes in order to ensure that student needs are being met.

Person Responsible Beverly Page (beverly.page@osceolaschools.net)

Student and Staff Attendance rates are strong indicators of a school's culture. When the rates are above 95%, performance of the system is maximized.
1. Dedicated staff to monitor student attendance, schedule meetings with parents, and monitor attendance contracts for the student services truancy department.
2. Quarterly perfect attendance incentives for students.

3. Quarterly attendance incentives for staff.
4. Prompt and present program to recognize students daily on the announcements who are in their seats and ready to learn at the conclusion of the announcements.

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

School-Wide post secondary culture for all students (District Assurances Requirement)
1. IB-PYP exhibition program in conjunction with the Roots and Shoots art show with Gateway High School.
2. Identifying the strengths of the staff in order to tap into how to best fill gaps in performance and function using Clifton Strengths 2.0.
3.Career expo with business partners, guests and speakers where students explore their options in various careers.
4.Implementation of the XELLO softwire program embedded in to the guaranteed and viable curriculum resources.

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

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.

THACKER AVENUE ELEM FOR INTERNATIONAL STUDIES-0101 reported 0.5 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. The most noted incidents were for Bullying and Physical Attack. There were no incidents related to property or drugs/public order incidents. Citing student survey data, grades 3-5 students feel that emotional regulation is an area of concern. We are using the following strategies to help assist with this fact:
1. Sanford Harmony classroom culture strategies
2. Zones of regulation strategies to help students identify their feelings
3. Panorama teacher toolbox for lessons and in-class supports.
4. Student self-interest opportunities built into the school day.
5. Training for staff in trauma-informed practices.
We have already decreased the rate of suspension as noted from 2018-2019 in which we were .#1102 of 1395..

We have to re-establish a culture of collective accountability through our in-house professional learning groups. This particular data sent is monitored by the team and reported to the team leaders for dissemination from the main contact.

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.

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

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

Our Thacker Takes Action initiative, as part of the IB-PYP, draws on students and community members to work together in a way that enriches the greater good of the whole. This is especially show-cased in the 5th grade Exhibition component of our program of inquiry.

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

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

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

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. The idea of a "stakeholder" intersects with many school-reform concepts and strategies—such as leadership teams, shared leadership, and voice—that generally seek to expand the number of people involved in making important decisions related to a school's organization, operation, and academics. Stakeholders may also play a role in community-based learning, which refers to the practice of connecting what is being taught in a school to its surrounding community, which may include local history, literature, and cultural heritages, in addition to local experts, institutions, and natural environments. Community-based learning is also motivated by the belief that all communities have intrinsic educational assets that educators can use to enhance learning experiences for students, so stakeholders are necessarily involved in the process

Community Members and Business Partners provide community support for schools through volunteerism, charity, and collaborative events. They promote a positive culture by supporting school efforts and communicating positively about the school they are affiliated with.

Parents play a vital role in helping to create a positive school culture. Parents serve as the primary expert on their children. The school learns first hand from the parents of the children they serve. With a red-carpet customer service mindset, school employees connect with parents daily. These connections establish positive relationships.

Students are the primary reason a positive culture needs to exist. They serve as both recipients of and creators in establishing a positive school climate. Their voice is a powerful opportunity to meet their needs and promote success.

Staff members embody the school culture. Positive, professional, kind, courteous and collaborative are the expectations at Thacker. When staff honor achievement, embrace a collective accountability mindset, and believe in the processes of learning a well-established culture for performance is in place.

Generally speaking, the growing use of stakeholders in public education is based on the recognition that schools, as public institutions supported by state and local tax revenues, are not only part of and responsible to the communities they serve, but they are also obligated to involve the broader community in important decisions related to the governance, operation, or improvement of the school. Increasingly, schools are being more intentional and proactive about involving a greater diversity of stakeholders, particularly stakeholders from disadvantaged communities and backgrounds or from groups that have historically been underserved by schools or that have underperformed academically, including English-language learners, students of color, immigrant students, and special-education students. Thacker Avenue Elementary School for International Studies is refining their processes of work to increase the capacity of all stakeholders in the direction of the school. We understand that our ability to engage all stakeholders increases our capacity as well as that of the entire community.

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				$520,668.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

				Funding Source	FTE	2021-22
			0101 - Thacker Avenue Elem For International Studies	General Fund		$1,391.00
			Notes: Clifton Strengths 2.0 for staff @100 copies			
			0101 - Thacker Avenue Elem For International Studies	General Fund		$312.28
			Notes: FOCUS- book study @13 copies, $22.45			
	7300	100-Salaries	0101 - Thacker Avenue Elem For International Studies	General Fund		$89,000.00
			Notes: School Principal			
	7300	100-Salaries	0101 - Thacker Avenue Elem For International Studies	General Fund		$78,975.00
			Notes: School Assistant Principal			
	6120	100-Salaries	0101 - Thacker Avenue Elem For International Studies	General Fund		$104,270.00
			Notes: School Counselors			
	6300	100-Salaries	0101 - Thacker Avenue Elem For International Studies	General Fund		$55,385.00
			Notes: Resource Compliance Specialist			
	5100	100-Salaries	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$50,350.00
			Notes: MTSS Coach			
	5100	100-Salaries	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$46,100.00
			Notes: Behavior Interventionist			
	6400	100-Salaries	0101 - Thacker Avenue Elem For International Studies	General Fund		$48,785.00
			Notes: Literacy Coach			
	6400	100-Salaries	0101 - Thacker Avenue Elem For International Studies	General Fund		$46,100.00
			Notes: Math Science Coach Title I funded			
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: Outcomes for Multiple Subgroups**				**$0.00**
6	III.A.	**Areas of Focus: Other: Culture & Environment**				**$4,384.16**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0101 - Thacker Avenue Elem For International Studies	General Fund		$1,275.00
			Notes: Strengths Explorer Ages 10-14, 120 copies			
	6150	510-Supplies	0101 - Thacker Avenue Elem For International Studies	Title, I Part A		$3,109.16

	Notes: Parent Involvement Funds
	Total:	**$525,052.44**