

School District of Osceola County, FL

Ventura Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	28
Budget to Support Goals	29

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Joyce Graham

Start Date for this Principal: 7/13/2021

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)	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 (51%) 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.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	29

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

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	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	89%

School Grades History

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

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 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.

Meeting the needs of all students in the 21st century.

Provide the school's vision statement.

Ventura Elementary School will outperform all other schools in the Osceola County School District.

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
Graham, Joyce	Principal	Oversee instruction and operations of the school
Soto, Amanda	Assistant Principal	Assist Principal in overseeing instruction and operations of the school.
Rivera, Jacqueline	Other	Oversees compliance and instruction for exceptional students.
Fosgreen, Erika	Math Coach	Oversee math/science instruction and support coaches in implementing best instructional practices.
Rosario, Irma	ELL Compliance Specialist	Oversee ELL instruction and operations.
Brennan, Philip	Instructional Media	Oversee instructional media and technology.
Banchs, Melanie	Other	Oversees that all T2 and T3 students get the appropriate interventions to help close learning gaps.
Bundy, Jennifer	Reading Coach	Oversees literacy curriculum and instruction.
Marsh, Beverly	School Counselor	Oversees SEL instruction and provides counseling to students.
Pierre, Ricky	School Counselor	Oversees SEL instruction and provides counseling to students.

Demographic Information

Principal start date

Tuesday 7/13/2021, Joyce Graham

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.*

4

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.*

9

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

769

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

8

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

10

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	122	127	120	104	117	128	0	0	0	0	0	0	0	718
Attendance below 90 percent	38	40	32	39	30	41	0	0	0	0	0	0	0	220
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	21	11	12	0	0	0	0	0	0	0	44
Course failure in Math	0	0	1	11	8	20	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	1	17	7	11	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	5	0	4	8	5	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/13/2021

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	120	127	125	131	143	131	0	0	0	0	0	0	0	777
Attendance below 90 percent	8	4	6	19	8	5	0	0	0	0	0	0	0	50
One or more suspensions	1	2	2	5	0	3	0	0	0	0	0	0	0	13
Course failure in ELA	10	3	2	4	3	0	0	0	0	0	0	0	0	22
Course failure in Math	4	4	1	4	3	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	36	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	27	0	0	0	0	0	0	0	27

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	1	1	2	3	5	5	0	0	0	0	0	0	0	17

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	2	0	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	120	127	125	131	143	131	0	0	0	0	0	0	0	777
Attendance below 90 percent	8	4	6	19	8	5	0	0	0	0	0	0	0	50
One or more suspensions	1	2	2	5	0	3	0	0	0	0	0	0	0	13
Course failure in ELA	10	3	2	4	3	0	0	0	0	0	0	0	0	22
Course failure in Math	4	4	1	4	3	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	36	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	27	0	0	0	0	0	0	0	27

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	1	1	2	3	5	5	0	0	0	0	0	0	0	17

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	2	0	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				47%	53%	57%	49%	51%	56%
ELA Learning Gains				53%	56%	58%	54%	54%	55%
ELA Lowest 25th Percentile				59%	51%	53%	42%	46%	48%
Math Achievement				50%	55%	63%	48%	54%	62%
Math Learning Gains				56%	59%	62%	59%	56%	59%
Math Lowest 25th Percentile				43%	45%	51%	55%	42%	47%
Science Achievement				30%	49%	53%	50%	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	50%	51%	-1%	58%	-8%
Cohort Comparison						
04	2021					
	2019	47%	51%	-4%	58%	-11%
Cohort Comparison		-50%				
05	2021					
	2019	37%	48%	-11%	56%	-19%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	54%	0%	62%	-8%
Cohort Comparison						
04	2021					
	2019	43%	53%	-10%	64%	-21%
Cohort Comparison		-54%				
05	2021					
	2019	45%	48%	-3%	60%	-15%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	45%	-16%	53%	-24%
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 for all grade levels in reading, math, and science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78/61%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	2/1%		
	English Language Learners	6/5%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83/65%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	4/3%		
	English Language Learners	11/9%		
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52/45%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	3/3%		
	English Language Learners	4/3%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57/50%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	3/3%		
	English Language Learners	5/4%		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/58%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	0/0%		
	English Language Learners	8/7%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46/46%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	1/01%		
	English Language Learners	12/11%		
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68/62%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	4/3%		
	English Language Learners	7/6%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69/62%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	5/4%		
	English Language Learners	9/8%		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75/58%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	6/5%		
	English Language Learners	6/5%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57/44%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	0/0%		
	English Language Learners	2/1%		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	77/60%		
	Economically Disadvantaged	N/A		
	Students With Disabilities	7/5%		
	English Language Learners	10/8%		

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	20	31	36	23	67		13				
ELL	42	52	41	38	62	76	20				
BLK	44	62		50	69		31				
HSP	47	44	29	42	51	70	34				
WHT	68			43							
FRL	42	39	33	33	52	63	30				
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	15	43	52	17	48	36	5				
ELL	39	50	67	44	54	53	18				
BLK	38	62		44	52		25				
HSP	48	52	58	50	56	48	29				

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
WHT	61	30		61	40						
FRL	43	48	61	46	54	41	25				
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	10	30	36	19	47	50	21				
ELL	35	40	41	40	56	58	29				
BLK	38	50		40	53		42				
HSP	48	54	44	49	60	55	48				
WHT	66	63		50	54		59				
FRL	46	52	46	47	59	55	45				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	56
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Reading scores are higher than math in all areas, including proficiency, learning gains, and lowest quartile learning gains.

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

The greatest need for improvement is math achievement, learning gains for all, and learning gains for the lowest quartile.

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

Gaps widened throughout the school year as students moved from face-to-face learning to digital learning and vice versa. Since math skills build upon each other, students who missed content from absences did not learn the skills necessary to be proficient based on grade-level standards.

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

We increased science achievement by 5 % points.

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

There were no significant factors that contributed to this improvement other than placing a new teacher on the grade level.

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

Strategies for accelerating learning will be analyzing assessment data to identify specific students who have skill gaps and develop a plan to close the gap within intervention time. We will also provide tutoring after school for additional academic support. Tier 1 instruction will not go back, but continue moving forward, remediating as needed within instruction.

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.

All teachers will be provided ongoing professional development on best instructional practices and curriculum to close the skills gaps. Administrators and leadership will facilitate the analysis of data all year long with teachers so that teachers can, in turn, have data chats with their students. Instructional coaching will be provided to all teachers providing instruction to Tier 2 and Tier 3 students.

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

Identifying model teachers to be a resource for other teachers in the coming years. Continue to provide professional development with follow-up observations and immediate feedback for teacher growth.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our data reveals that 40% were proficient in grades 3-5 in 2019. Focusing on best practices in math instruction and providing interventions as needed will help increase math proficiency. Identifying students with skill gaps through progress monitoring assessments will allow us to target those students for interventions.

Measurable Outcome: Students in grades 3, 4, and 5 will increase proficiency, learning gains, and lowest quartile gains by 5%.

Monitoring: Assessment data will be monitored from the NWEA and common assessments through School City at each grade level. Walk-throughs will be conducted to identify teachers who are struggling in math instruction so that they get targeted coaching for improvement.

Person responsible for monitoring outcome: Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Evidence-based Strategy: Coaching cycles will be utilized to grow teachers in math instruction. Math interventions will be used for remediation during Tier 1 instruction in small groups and during math iii.

Rationale for Evidence-based Strategy: Coaching cycles will allow the coach and/or administrator to provide feedback and model for the teacher. Math interventions, including SuccessMaker is an evidence-based program that will help students practice their math skills.

Action Steps to Implement

Ensure that all teachers know how to use the curriculum and provide professional development for those that need more support.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Use the walk-through tool to identify strong teachers and struggling teachers.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Implement a coaching cycle with struggling teachers that include planning a lesson together, modeling for the teacher, debriefing, and then teacher implements with feedback.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Use strong teachers as model classrooms and establish instructional rounds with debriefs. Support teachers within PLCs.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Establish a continuous improvement problem of the day to spiral review skills from standards.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Assist with differentiated instruction days after unit assessments.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Target bubble (T2) students during math intervention and pull a small group throughout the week.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Meet with T3 math teachers for data chats to review progress of T3 math students and use to adjust instruction.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

#2. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: A strong leadership team is necessary to implement and monitor programs and priorities within a school. The goal is to build capacity among the leadership team, consisting of instructional coaches and guidance counselors, as well as teacher leaders, including grade chairs and PLC activators. The Insight 2020 survey indicated that 37% of respondents agreed that leadership commits and follows through with school programs and priorities.

Measurable Outcome: By the last Insight Survey, our goal is to increase the number of respondents who agree that leadership commits and follows through with school programs and priorities by 10%.

Monitoring: We will promote leadership within grade levels by assigning team members different roles on school committees. All leaders will be held accountable through monthly Stocktake, Grade Chair, and PLC activator meetings.

Person responsible for monitoring outcome: Joyce Graham (joyce.graham@osceolaschools.net)

Evidence-based Strategy: The PLC Playbook will be used to help leaders facilitate implementing priorities through monthly meetings. Each leader will participate in professional development that will help grow them as a leader.

Rationale for Evidence-based Strategy: Teachers will be able to build their capacity through different tasks assigned to them and the PLC Playbook will help them navigate challenges and overcome barriers pertaining to instructional practices and assessments. The School District of Osceola County promoted the PLC Playbook training to leaders within our school, where they learned best practices in leading teams.

Action Steps to Implement

The PLC activators will meet monthly to reflect on their team's practices and learn best practices to improve the collaborative process.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

The instructional leadership team will meet monthly to review the action plan towards SIP goals through Stocktake.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

The instructional leadership team will walk-through classrooms to provide additional support for students as well as instructional feedback to teachers.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Based on Spring 2021 Panorama data for Ventura, emotion regulation (41%) was below the district level (47%) and the elementary school average level (47%).

Measurable Outcome: The goal is to increase the emotion regulation area of the student body by 7 % by the end of the school year.

Monitoring: The data from the Panorama surveys will be utilized, in addition to post-assessments from counseling groups and teacher feedback.

Person responsible for monitoring outcome: Ricky Pierre (ricky.pierre@osceolaschools.net)

Counselors scheduled voluntary meetings with classroom teachers during essentials. Mental health team will meet with classroom teachers to give suggestions and techniques through district-provided resources. Counselors will be available for classroom activities on demand and build/run focus groups based on needs assessment.

Evidence-based Strategy: Teachers will have new social-emotional learning materials and evidence-based programs (Quaver, SSK).

Character Ed. Class during essentials will help promote social-emotional learning in all grade levels.

Counselors built a schedule from district-approved and evidence-based programs (Safer Smarter Kids, Quaver, Second Step, Sanford Harmony).

Rationale for Evidence-based Strategy: QuaverSEL supports teachers, counselors, and SEL specialists with a full year of easy-to-implement lessons. Designed to address CASEL core competencies and more, our scope and sequence develop an age-appropriate understanding of SEL concepts and skills, with tools for reflection, assessment, and customized interventions every step of the way. QuaverSEL works! An independent organization recently evaluated the effectiveness of QuaverSEL. The study found that students receiving instruction using QuaverSEL achieved significantly greater growth in social-emotional skills than their peers in the control group not receiving QuaverSEL instruction.

Action Steps to Implement

Identify T3 and T2 behavior students and develop an intervention plan for each student.

Person Responsible Melanie Banchs (melanie.banchs@osceolaschools.net)

Identify students with low emotional regulation scores on Panorama and counsel them within a small group.

Person Responsible Ricky Pierre (ricky.pierre@osceolaschools.net)

Create a Character Education class rotation within the block schedule so that all students K-5 receive instruction in character traits.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

Develop "Motivation Monday" where all teachers start the week off with a character education mini-lesson.

Person Responsible Beverly Marsh (beverly.marsch@osceolaschools.net)

Pull discipline data monthly and review as a PBIS committee to problem-solve challenges and adjust school-wide practices as necessary.

Person Responsible Amanda Soto (amanda.soto@osceolaschools.net)

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

Area of Focus Description and Rationale: For English Language Learners, per the 2021 FSA results, 27% of LYs were proficient in math, 21% of LYs were proficient in reading, and 14% of LYs were proficient in science. For Students with Disabilities, per the 2021 FSA results, 37% of SWD were proficient in math, 38% of SWD were proficient in reading, and 0% of SWD were proficient in science. Our goal is to develop an action plan that will allow for at least a 5% growth in each area both in proficiency and in learning gains.

Measurable Outcome: Increasing growth for math, reading, and science proficiency and learning gains by 5% as measured by the FSA.

Monitoring: Assessment data will be monitored from Language Power, NWEA, NSGRA, and common assessments through School City at each grade level. Walkthroughs will be conducted to identify teachers who are struggling with ESOL scaffolds/strategies so that they get targeted for improvement.

Person responsible for monitoring outcome: Irma Rosario (irma.rosario@osceolaschools.net)

Evidence-based Strategy: Ensure teachers use classroom labels as an important scaffold in language acquisition. Support facilitation will be conducted monthly at the Faculty PLC and instructional rounds will be conducted monthly on ESOL scaffolds/strategies to help teachers make content comprehensible.

Rationale for Evidence-based Strategy: Support facilitation will allow the teacher to see a model of what scaffolds look like and walkthroughs will allow me to see the implementation in order to provide feedback.

Action Steps to Implement

Ensure that all teachers identify their ELLs and provide them with the scaffolds and strategies that they need at their language level to make content comprehensible through professional development.

Person Responsible Irma Rosario (irma.rosario@osceolaschools.net)

Use the walk-through tool to identify struggling teachers with high numbers of LY in their classroom for coaching support.

Person Responsible Irma Rosario (irma.rosario@osceolaschools.net)

Support teachers within the PLCs- with focus of lesson planning to meet the needs of ELLs.

Person Responsible Irma Rosario (irma.rosario@osceolaschools.net)

Identify students in grades 3 - 5 that can benefit from borrowing the Picture Content Dictionaries and teach both the students and teachers how to effectively use them during instruction and assessments.

Person Responsible Irma Rosario (irma.rosario@osceolaschools.net)

General education and Varying Exceptionalities (VE) support teachers will be trained in best practices for instructing students with disabilities.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

VE support teachers will track SWD's IEP goals and communicate progress with all stakeholders.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

SWD will receive additional support in reading and math during triple I time.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus	Per the 2021 FSA results, 46% were proficient in ELA grades 3-5. Our goal is to develop an action plan that will allow for at least 5% growth in ELA in proficiency, learning gains, and lowest quartile learning gains.
Description and Rationale:	
Measurable Outcome:	Students in grades 3, 4, and 5 will increase by 5% in ELA proficiency, learning gains, and lowest quartile as measured by FSA.
Monitoring:	Assessment data will be monitored using the NWEA (3 times a year) and common assessments (weekly) through School City at each grade level. Walk-throughs will be conducted to identify teachers who are struggling in reading instruction so that they get targeted coaching for improvement.
Person responsible for monitoring outcome:	Jennifer Bundy (jennifer.bundy@osceolaschools.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Guided Reading will be utilized to increase student's reading abilities and learn skills and strategies to allow them to read and understand more complex reading texts. 2. Coaching cycles will be utilized to grow teachers in reading instruction. 3. Reading interventions will be used for remediation during Tier 1 instruction in small groups and during Reading triple I. 4. Open Court will allow students in the primary grades to learn and practice phonics and phonemic awareness.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Guided Reading works with students on their level and is targeted to their individual skills. 2. Coaching cycles will allow the coach and/or administrators to provide feedback and model for the teacher. 3. Reading interventions, including Corrective Reading, Reading Mastery, LLI, Early Interventions in Reading, are evidence-based programs that will help students practice their reading skills and increase specific reading needs. 4. Open Court will provide primary students the opportunity to learn and practice phonics skills.

Action Steps to Implement

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

Person Responsible Jennifer Bundy (jennifer.bundy@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 Jennifer Bundy (jennifer.bundy@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 Jennifer Bundy (jennifer.bundy@osceolaschools.net)

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

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

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

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

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

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Implement a coaching cycle with struggling teachers that includes planning a lesson together, modeling for the teacher, debriefing, classroom observations, and debriefing with feedback.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Identify T2 reading students and develop a plan to provide interventions using RISE and other evidence-based resources.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Utilize pre-teaching lessons and strategies for T2 students.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

#6. Instructional Practice specifically relating to Science

Area of Focus
Focus Description and Rationale: Our data reveal that 35% were proficient in grade 5 Science in 2021. Focusing on best practices in instruction, including building academic vocabulary and incorporating hands-on experiences will help students become more proficient in science.

Measurable Outcome: Students in grade 5 will increase proficiency by 5%.

Monitoring: Assessment data will be monitored from the NWEA and common assessments through School City at each grade level. Walk-throughs will be conducted to identify teachers who are struggling in science instruction so that they get targeted coaching for improvement.

Person responsible for monitoring outcome: Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Evidence-based Strategy: Coaching cycles will be utilized to grow teachers in science instruction. The math and science coach will model how to incorporate hands-on learning to teach science content. The math and science coach will work with district personnel to stay updated on best practices. The math and science coach will also work with the math and science council to identify gaps in students' learning and plan instruction to close the gaps.

Rationale for Evidence-based Strategy: Coaching cycles will allow the coach and/or administrator to provide feedback and model for the teacher. Hands-on learning helps students deepen their understanding of content rather than just reading about it. Mystery Science and Discovery Education are examples of resources we will use to make learning both visual and hands-on.

Action Steps to Implement

Ensure that all teachers know how to use the curriculum and provide professional development for those that need more support.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Use the walk-through tool to identify strong teachers and struggling teachers.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Implement a coaching cycle with struggling teachers that include planning a lesson together, modeling for the teacher, debriefing, and then teacher implements with feedback.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Use strong teachers as model classrooms and establish instructional rounds with debriefs. Support teachers within PLCs.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Establish a continuous improvement problem of the day to spiral review skills from standards.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Assist with differentiated instruction days after unit assessments.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Assist teachers in using T3 vocabulary within science through side-by-side lesson planning and coaching.

Person Responsible Erika Fosgreen (erika.fosgreen@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

A behavior of concern is children releasing their frustration through physical aggression. This directly aligns with our goal of increasing students' ability to regulate their emotions. We will monitor this behavior through discipline referrals, mental health referrals, and the Panorama Survey. Our MTSS Problem-Solving team will review individual student data and the PBIS committee will review school-wide data and devise an action plan as the needs arise.

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.

We have revised our behavior management plan to include progressive discipline. Students were taught at the start of the school year our school-wide expectations, as well as expectations for the hallways, cafeteria, block, and recess areas. Teachers will practice and re-teach throughout the school year, especially after breaks. Our token economy, Tiger Tickets, will be awarded to students who make good choices and meet expectations. Praise will be specific and frequent. Each grade level is planning a monthly reward where students can use their Tiger Tickets to participate. The PBIS team will plan on quarterly and semester rewards for students to purchase with their Tiger Tickets.

Each Monday, every teacher in the school will take the first 5 minutes to teach the social-emotional lesson for the week, created by our guidance counselors. This will help the teacher build a positive and safe learning community in their classroom. Social-emotional content is embedded within the curriculum which teachers will be using during ELA and Science time. In addition, we have a Character Education block rotation in which students participate in on average once per week, where they will learn about positive character traits like responsibility, respect, trustworthiness, kindness, and how to be a good citizen.

Additionally, guidance counselors will meet with students with higher needs through individual and group counseling.

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

All teachers play a role as they will be teaching SEL lessons during Motivation Monday.

Guidance counselors - working with small groups and developing lessons for Motivation Mondays as well as Character Ed

PBIS Team- consists of one teacher per grade level as well as admin who will be creating reward activities

Administration- overseeing PBIS and behavior management

Parents- we will communicate with them to get involved in their students' behavior

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00