Bellalago Charter Academy

2022-23 Schoolwide Improvement Plan

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Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Melanie Cleveland

Start Date for this Principal: 7/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (55%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at Bellalago Academy is to achieve lifelong learning by exploring education that is anchored in excellence.

Provide the school's vision statement.

We, the Mariners of Bellalago Academy, will accomplish our mission by creating a challenging learning environment, fostering mutual respect, honoring diversity, and establishing a safe, nurturing community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Cleveland, Melanie	Principal	Responsible for the operation and management of all activities and functions which occur within the school; all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. Responsible to develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Bracco, Janine	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. 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. Specific areas of focus with academic achievement and instruction.
Perlaza, Dania	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. 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. Specific areas of focus with social/emotion and student services.
Johnston, Benjamin	Instructional Coach	MTSS Coordinator, Literacy Interventionist, Data Coordinator, School-wide PLC Lead.
Troop, Marie	Reading Coach	K-8 Literacy Instruction, Literacy Professional Development, Core Connections Professional Development, Reading Programs Coordinator, Social Studies Support, Literacy Interventionist.
Howard, Kimberly	Math Coach	K-5 Math and Science Instructional Lead, K-5 Math and Science Professional Development, K-5 Math and Science Program Coordinator, K-5 Math and Science Interventionist.
Purnell, Jennifer	Math Coach	K-5 Math and Science Instructional Lead, K-5 Math and Science Professional Development, K-5 Math and Science Program Coordinator, K-5 Math and Science Interventionist.
Zilinskas, Susan	Dean	Head of Discipline Grades PreK-5, Bullying Coordinator, PBiS Coordinator

Name	Position Title	Job Duties and Responsibilities
Dekony, Vivian	Staffing Specialist	Coordinator of educational placement and appropriate services for students with disabilities. Serve as LEA representative at eligibility, re-evaluation and Individual Education Plan (IEP) meetings.

Demographic Information

Principal start date

Wednesday 7/13/2022, Melanie Cleveland

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,155

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	90	101	114	137	115	142	159	136	152	0	0	0	0	1146
Attendance below 90 percent	20	19	21	25	15	24	18	27	30	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	14	40	42	44	43	0	0	0	0	187
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	21	36	70	57	48	0	0	0	0	237
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	11	13	16	15	0	0	0	0	58

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	3	5	2	0	0	0	0	0	0	0	0	16
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

Wednesday 8/17/2022

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	95	112	128	116	128	142	141	149	160	0	0	0	0	1171
Attendance below 90 percent	26	17	21	19	23	26	17	20	19	0	0	0	0	188
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	2	9	11	38	0	0	0	0	0	0	0	60
Course failure in Math	0	0	1	10	7	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	22	36	33	35	41	0	0	0	0	169
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	26	45	59	47	46	0	0	0	0	224
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	0	5	8	24	4	4	7	0	0	0	0	52

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	3	1	1	2	1	0	0	0	1	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	95	112	128	116	128	142	141	149	160	0	0	0	0	1171
Attendance below 90 percent	26	17	21	19	23	26	17	20	19	0	0	0	0	188
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	2	9	11	38	0	0	0	0	0	0	0	60
Course failure in Math	0	0	1	10	7	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	22	36	33	35	41	0	0	0	0	169
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	26	45	59	47	46	0	0	0	0	224
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	0	5	8	24	4	4	7	0	0	0	0	52

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	3	1	1	2	1	0	0	0	1	0	0	0	0	9
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	51%	57%				55%	56%	61%
ELA Learning Gains	49%	53%	55%				53%	57%	59%
ELA Lowest 25th Percentile	38%	45%	46%				51%	55%	54%
Math Achievement	40%	46%	55%				48%	52%	62%
Math Learning Gains	46%	54%	60%				50%	55%	59%
Math Lowest 25th Percentile	50%	51%	56%				46%	49%	52%
Science Achievement	45%	48%	51%				48%	49%	56%
Social Studies Achievement	78%	68%	72%				67%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	51%	0%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	55%	51%	4%	58%	-3%
Cohort Comparison		-51%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	46%	48%	-2%	56%	-10%
Cohort Comparison		-55%				
06	2022					
	2019	54%	48%	6%	54%	0%
Cohort Comparison		-46%				
07	2022					
	2019	48%	47%	1%	52%	-4%
Cohort Comparison		-54%				
08	2022					
	2019	47%	49%	-2%	56%	-9%
Cohort Comparison		-48%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	55%	53%	2%	64%	-9%
Cohort Comparison		-56%				
05	2022					
	2019	43%	48%	-5%	60%	-17%
Cohort Comparison		-55%				
06	2022					
	2019	33%	45%	-12%	55%	-22%
Cohort Comparison		-43%				
07	2022					
	2019	22%	30%	-8%	54%	-32%
Cohort Comparison		-33%				
08	2022					
	2019	36%	47%	-11%	46%	-10%
Cohort Comparison		-22%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	45%	-2%	53%	-10%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-43%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	42%	-10%	48%	-16%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	67%	33%
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	73%	-12%	71%	-10%
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	49%	28%	61%	16%
		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	44%	41%	57%	28%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	33	27	9	34	35	15	57			
ELL	32	44	40	32	44	43	22	69	56		
ASN	67	44		62	61		70				
BLK	46	47	38	30	39	56	42	74	43		
HSP	50	49	38	41	47	46	43	78	58		
MUL	32	50		40	50						
WHT	54	54	55	48	52	70	55	88	57		
FRL	42	46	34	33	45	52	40	74	49		

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	24	22	8	27	23	19	67			
ELL	31	43	37	30	34	33	24	76	20		
ASN	74	42		63	37		58				
BLK	48	40	33	39	36	22	45	85	91		
HSP	49	46	37	41	35	32	46	87	63		
MUL	40			35							
WHT	53	53	55	51	39	50	40	77	82		
FRL	42	41	37	34	31	28	37	80	63		

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	11	45	49	10	31	34	18	33			
ELL	37	50	54	32	44	38	23	37			
ASN	81	70		81	61						
BLK	58	56	53	49	52	50	43	63	88		
HSP	52	52	52	44	48	46	43	63	78		
MUL	52	50		33	42						
WHT	58	48	33	59	53	44	64	75	88		
FRL	45	51	53	38	44	48	35	54	65		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
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	55
Total Points Earned for the Federal Index	507

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The School Grade shows that ELA Learning Gains for our Lowest 25th was the lowest performing area at
39%. The factors that contributed to this were the new teachers in the tested grade levels and their struggle with classroom management, learning new curriculum, and the cultural differences in the classroom. Specifically students with disabilities and student who are still learning English were identified as underperforming.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area of need based on progress monitoring is ELA due to the decrease in percentage showing gains. School scores in proficiency were below the State average at most grade levels.

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

This is a result of new teachers and the many long-term subs that struggled with classroom management.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that showed the most improvement was in Math Learning Gains of the lowest 25% with an increase of 17 percentage points.

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

This year we were more intentional with our intervention groups and assuring students were receiving the support they needed as early as possible.

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

We will continue to implement intervention groups across the content areas. The MTSS/RtI/PS processes will focused on student growth toward grade level proficiency with acceleration opportunities for all student to reach their potential. We will offer accelerated course options beginning in fifth grade.

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 Learning Communities will be meeting weekly on Wednesdays and all plan to take advantage of the additional paid hour per week. Instructional coaches will offer "Thinking Thursdays" with targeted professional development. Admin to teachers and teachers to students will conduct data chats and set individual goals. .

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

WIN (What I Need), our MTSS intervention and enrichment system, has been revamped and enhanced. PLCs meeting weekly to discuss student data, monitoring, adjustment of curriculum in response to student needs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2022 school data, ELA proficiency was 50%, learning gains was 49% and learning gains for the lowest 25% was 38%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The outcome goal for the 2022-23 school year is to increase ELA proficiency by 10% to 60% and increase learning gains to 50% in all subgroups.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. 3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
Person responsible for monitoring outcome:	Marie Troop (marie.troop@osceolaschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

2. Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

3. Training by the Literacy Coach on the effectiveness of increased student engagement in relation to student achievement will be offered throughout the year to struggling teachers.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

4. Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

6. Administration will offer additional intervention time to support struggling students.

Person Responsible Melanie Cleveland (melanie.cleveland@osceolaschools.net)

7. Staff will use progress monitoring data, classroom observations, and, scoring rubrics to identify individual student needs.

Person Responsible Benjamin Johnston (benjamin.johnston@osceolaschools.net)

8. Staff will utilize high-quality ELA instructional materials which are found in the curriculum unit plans.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

9. 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 Marie Troop (marie.troop@osceolaschools.net)

10. 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 Marie Troop (marie.troop@osceolaschools.net)

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

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

12. Tier 1 and Tier 2 students engage in 20 min on Lexia Core 5 - 1 day/week during station rotation.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

13. Tier 3 students engage in 20 mins on Lexia Core 5 - 2 days/week during station rotation.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

14. RISE reading for all Tier 2 students.

Person Responsible Marie Troop (marie.troop@osceolaschools.net)

15. Pre-Teaching strategies for T2

Person Responsible Madelyn Figueroa (madelyn.figueroaramos@osceolaschools.net)

16. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible Vivian Dekony (vivian.dekonyviera@osceolaschools.net)

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

Person Responsible Benjamin Johnston (benjamin.johnston@osceolaschools.net)

18. Meetings quarterly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.

Person Responsible Benjamin Johnston (benjamin.johnston@osceolaschools.net)

19. Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible Janine Bracco (janine.bracco@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2022 school data finding that only 40% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students. Math learning gains were at increased to 46% and the lowest quartile increased to 50%. However specific grade levels performed significantly below the State and District averages. Percentage proficient in 5th grade was 24%, and in 8th grade was 32%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Math proficiency and gains will increase by 10% for all groups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1.Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2.Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry). 3.School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Kimberly Howard (kimberly.howard@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.
Rationale for Evidence-based	Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will intentionally plan for the appropriate stages of fluency as required by the benchmarks for a unit of study.

Person Responsible	Kimberly Howard (kimberly.howard@osceolaschools.net)

2. Students will focus on the fluency benchmarks for their grade level. Students will have an opportunity to share their strategy for solving problems.

Person Responsible	Kimberly Howard (kimberly.howard@osceolaschools.net)

3. Professional development will be conducted throughout the year that focuses on the development of curriculum and instruction across grade levels through current standards.

Person Responsible	Kimberly Howard (kimberly.howard@osceolaschools.net)

4. The math coach will co-plan and model lessons.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

5. Teachers will implement a fluency center that focuses on developing appropriate automaticity within the grade-level benchmarks through game-based learning.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

6. Students will keep an interactive notebook to reflect on the strategies they are learning including an explanation.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

7. Teachers will use worked examples of different strategies for the benchmarks and provide students the opportunity to engage in a philosophical chair or error analysis.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

8. Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking of benchmarks.

Person Responsible	Kimberly Howard (kimberly.howard@osceolaschools.net)

9. Teachers will use formative assessment data to identify student needs related to the grade level benchmarks and provide targeted remediation based on the identified needs of the student using ONP, RedBird, Aleks and CUPS Differentiation Activities resources.

Person Responsible   Benjamin Johnston (benjamin.johnston@osceolaschools.net)

10. Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematics lessons.

Person Responsible   Jennifer Purnell (jennifer.purnell@osceolaschools.net)

11. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.

Person Responsible   Kimberly Howard (kimberly.howard@osceolaschools.net)

12. Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at risk of becoming non-proficient in mathematics based on a variety of progress monitoring. In addition, advanced students will be offered to students to extend their learning.

Person Responsible   Benjamin Johnston (benjamin.johnston@osceolaschools.net)

13. Staff will develop outcomes representing high expectations and rigor that connect to a sequence of learning.

Person Responsible   Kimberly Howard (kimberly.howard@osceolaschools.net)

14. Students will be cognitively engaged in instruction using high-quality questioning and discussion techniques, supported be feedback and the ability to self-assess progress related to the outcome.

Person Responsible   Jennifer Purnell (jennifer.purnell@osceolaschools.net)

15. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible   Vivian Dekony (vivian.dekonyviera@osceolaschools.net)

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

Person Responsible   Benjamin Johnston (benjamin.johnston@osceolaschools.net)

17. Meetings quarterly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.

Person Responsible   Benjamin Johnston (benjamin.johnston@osceolaschools.net)

18. Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible   Dania Perlaza (dania.perlaza@osceolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, and teach students how to reason in a scientific context. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active younger children. Science is an important part of the foundation for education for all children
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school data from 2022 showed 45% proficiency. We will increase the percent of student proficient to at least 55%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. 2. Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs. 3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Jennifer Purnell (jennifer.purnell@osceolaschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	•Participate in academic discourse through collaborative structures •Engage in active learning experiences •Process learning using interactive science notebooks
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Collaborative structure that include student talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, especially if it is connected and relevant to their lives (which is possible in almost all science content). WICOR (AVID) Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop an

understanding through writing, drawing, recording ideas, collecting data, synthesizing information, and more. WICOR (AVID)

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.Identify team members who will lead the needs assessment, planning, learning, and monitoring of science instructional practices.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

2.Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

3.Conduct classroom walkthroughs, focusing on highest priority science instructional strategy. Walkthrough should be focused on student learning (not teacher facilitating). What are students doing? Can students describe what they are learning and why they are learning it?

Person Responsible	Melanie Cleveland (melanie.cleveland@osceolaschools.net)

4.Use data (formative assessments and progress monitoring) to discuss student learning gains and plan for professional learning and coaching needs.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

5.Work with school- and district-based science team to develop professional learning that address areas of need specific to science instructional practice and strategies.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

6.Identify and schedule dates for continuous cycle of learning which includes developing understanding of strategy, monitoring in instructional practice, needs assessment discussion, professional learning to address needs, implementation post professional learning through monitoring.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

7. Teachers will participate in PD that will include AVID strategies including Kagan, WICOR , Cor nell notes and
interactive notebooks.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

8.Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.

Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA, Math, proficiency, and gains will increase by 10% in all groups. Science proficiency will increase by 10%. Social Studies proficiency will increase by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively. 3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Benjamin Johnston (benjamin.johnston@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PLC is defined as "…an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.PLC teams will develop and implement formulated meeting Collective Commitments (NORMs) that are agreed upon and adhered to by all team members during all meetings

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

2.Schools PLC's teams will meet four times a month during early release and this dedicated PLC time will be spent focused on working together as a team for student success purposes.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

3.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

4.Current Data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.

Person Responsible   Benjamin Johnston (benjamin.johnston@osceolaschools.net)

5.Mentoring will be conducted by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

Person Responsible   Janine Bracco (janine.bracco@osceolaschools.net)

6.Each grade level or content area team will have an embedded leadership team member to monitor and assist in the process.

Person Responsible   Melanie Cleveland (melanie.cleveland@osceolaschools.net)

7.Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible   Janine Bracco (janine.bracco@osceolaschools.net)

#5. Positive Culture and Environment specifically relating to SEL and PBiS	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2021-2022 Panorama Survey showed a 45% of students answered favorably about school belonging. In 2022-2023 this question will be increased by at least 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. 2. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop inventions as required.
Person responsible for monitoring outcome:	Susan Zilinskas (susan.zilinskas@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs. PBiS will be relaunched schoolwide.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983). PBIS leads to better student behavior. In many schools that use PBIS, students get fewer detentions and suspensions. They also earn better grades. And there's some evidence that PBIS may lead to less bullying. (www.pbis.org)

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.

Person Responsible	Susan Zilinskas (susan.zilinskas@osceolaschools.net)

2. Teacher will plan to build an environment of belonging.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

3. Teachers will increase student input and voice through collaboration during their PLC planning time.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

4. Teachers will encourage and facilitate students' shared decision-making through consensus/action planning.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

6. Teachers will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self
efficacy, and social awareness where applicable.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

7. Teachers will facilitate peer learning and teaching - collaborative learning

Person Responsible	Susan Zilinskas (susan.zilinskas@osceolaschools.net)

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8. School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.

Person Responsible	Susan Zilinskas (susan.zilinskas@osceolaschools.net)

9. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible	Susan Zilinskas (susan.zilinskas@osceolaschools.net)

10. PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.

Person Responsible	Susan Zilinskas (susan.zilinskas@osceolaschools.net)

11. School will develop structures, relationships, and learning opportunities that support a post-secondary culture including participation in College and Career week.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Tier 1 Open Court; FCRR Student Center Activities (Visible Learning effect size
- phonics instruction: .70 strong; vocabulary
programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate) ;
Words Their Way (Visible Learning effect size - phonics instruction: .70 strong; vocabulary
programs: .63 moderate)

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2022 school data, ELA proficiency was 50%, learning gains was 49% and learning gains for the lowest 25% was 38%. Benchmark Advance and NSGRA will be used for the implementation of the grade level benchmarks.
Explicit Vocabulary Instruction (Visible Learning effect size - vocabulary
programs: .63 moderate; direct instruction: .60 moderate).

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The outcome goal for the 2021-2022 school year is to increase ELA proficiency by 10% to 60% and increase learning gains to 50% in all subgroups.

Grades 3-5: Measureable Outcome(s)

The outcome goal for the 2021-2022 school year is to increase ELA proficiency by 10% to 60% and increase learning gains to 50% in all subgroups.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Instruments used to monitor would be NSGRA, F.A.S.T., STAR, Developmental Word Knowledge Inventory, Beable and Foundations Assessment.
1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus.
3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Troop, Marie, marie.troop@osceolaschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.	Troop, Marie, marie.troop@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. 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. Second Grade Open Court Implementation of decoding phonics/ word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development.	Troop, Marie, marie.troop@osceolaschools.net
3rd-5th Grade implementation of foundational skills using Benchmark Advance Foundations, Guided Reading groups and FCRR. 6th-8th Grade implementation of foundational skills through Intensive Reading using StudySync foundations, Guided Reading groups and FCRR.	Troop, Marie, marie.troop@osceolaschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school engages families, students, and all faculty in a shared understanding of academic and behavioral
expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently
communicates high expectations for all students (e.g., "All students are college material"). Leaders demonstrate
how those beliefs manifest in the school building. For example:
• Collaborative planning is solutions-oriented and based in disaggregated data
• Student work is displayed throughout school
• All students are enrolled in college-and career-ready prep curriculum

A clear code of conduct for students and adults with input from students, families, and school personnel has been
created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/ patterns among student groups. This data and the following, discipline referrals or incident reports, in and

out-of-school
suspension, and attendance also forms the basis for discussions of what's working (or not) for particular groups
within a school and what needs to be done. Such as, establishing specific strategies, but attainable for reducing
disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to
exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training
and feedback to teachers on implementing these approaches. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. In addition, the school utilizes a positive behavioral interventions and supports (PBIS) system to guide and improve students' behavioral, academic, social, emotional, and mental health. The school-wide use of PBIS helps to create a safe learning environment and positive school climate for all on campus.

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

The school has established an infrastructure to support family engagement, such as a decision-making
SAC council. It reaches out to families and the community early and often - not just when there is an issue.
Seeking input from families on how the school can support students, and follow up with what's being done as a
result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to
participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a
priority for the school to intentionally engage with families of historically underserved students (e.g., by providing
opportunities for small-group conversations with school leaders). Finally, the school provides all teachers with
training on social and emotional skills, cultural competency, and management.