

School District of Osceola County, FL

Boggy Creek Elementary School



2022-23 Schoolwide Improvement Plan

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Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Yara Tavarez De La Fuentes

Start Date for this Principal: 6/1/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: B (57%) 2017-18: 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	ATSI
* 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.

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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)
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	88%

School Grades History

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

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<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.

Boggy Creek Elementary will create a culture that fosters positive relationships, learning and promotes college and career readiness.

Provide the school's vision statement.

Boggy Creek Elementary will build a solid academic and social/emotional foundation for every child to achieve their highest potential in a global society.

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
Tavarez-De La Fuentes, Yara	Principal	To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school/community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Brown, Amanda	Assistant Principal	To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school/community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Agosto-Walker, Meraris	Instructional Coach	To work with all staff to ensure a literature rich culture for all students. The literacy coach will provide instructional support driven by data to ensure high-fidelity implementation of research-based reading programs. The coach will provide guidance on effective reading instruction by conducting lessons, modeling best practices, providing peer coaching, facilitating professional development, and sharing instructional feedback.
Velez, Tamara	Instructional Coach	Provide instructional support and coaching to all staff as they work to ensure that each student is able to reach their academic potential. Support best practices in the classroom through the use of data, collaborative planning, co-teaching, modeling, and providing professional development as needed. Analyze school-wide trends in data and instruction to make recommendations about potential next steps to address areas of need.
Mercado, Simone	Instructional Coach	Will monitor the MTSS process ensure students who are not achieving success in Tier 1 will have the supports necessary to succeed. Identify students who are not progressing and create a plan with the MTSS team to put in place for the student to be successful.
Hughes, Jessica	Instructional Coach	Will work with students and teachers to utilize ESE strategies to meet the needs of students and help with achieving learning gains.
Hageman, Lucille	ELL Compliance Specialist	Will work with students and teachers to utilize ELL strategies to meet the needs of our students and help with achieving learning gains. Students will each receive four glossaries; one for the following subjects: ELA, Math, Social Studies and Science. Monitor ELL subgroup data.
Ortiz, Barbara	Instructional Media	As Media Specialist support all content areas with literacy incentives. Support social-emotional initiatives providing opportunities for students to chose books based on their interest,

Name	Position Title	Job Duties and Responsibilities
Santos, Jazmin	Instructional Coach	Mentor first-year new teachers in teaching and learning with a focus on Standards-based instruction, AVID strategies, and data analysis to progress monitor student growth.
Montes, Sabrina	Instructional Coach	Mentor first-year new teachers in teaching and learning with a focus on Standards-based instruction, AVID strategies, and data analysis to progress monitor student growth.
Olmedo, Tailinett	Instructional Coach	Responsible for the Test planning and preparation. Meet and comply with internal procedures and policies, Ensuring data integrity across operations via the application of statistical principles (process control, descriptive statistics, DOE). The test coordinator is the main Test Center contact. Plans and organizes with the support of the involved Testing team. Works closely with the leadership team to closely monitor testing conditions. Trains teachers in accurately accessing data from School City Platform. Promotes the consistent use of data in all Professional Learning Community meetings.

Demographic Information

Principal start date

Monday 6/1/2020, Yara Tavaréz De La Fuentes

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.*

3

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.*

22

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

625

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.

13

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	77	93	90	114	93	100	0	0	0	0	0	0	0	567
Attendance below 90 percent	12	34	20	30	26	24	0	0	0	0	0	0	0	146
One or more suspensions	1	3	1	1	2	5	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	25	45	0	0	0	0	0	0	0	74
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	34	44	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	19	30	34	32	31	17	0	0	0	0	0	0	0	163

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	2	0	2	16	19	0	0	0	0	0	0	0	39

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

Date this data was collected or last updated

Tuesday 7/12/2022

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	92	84	98	86	91	93	0	0	0	0	0	0	0	544
Attendance below 90 percent	41	52	50	51	49	45	0	0	0	0	0	0	0	288
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	3	25	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	1	3	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	27	26	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	34	36	0	0	0	0	0	0	0	70
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	2	11	29	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

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	92	84	98	86	91	93	0	0	0	0	0	0	0	544
Attendance below 90 percent	41	52	50	51	49	45	0	0	0	0	0	0	0	288
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	3	25	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	1	3	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	27	26	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	34	36	0	0	0	0	0	0	0	70
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	2	11	29	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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	49%	48%	56%				56%	53%	57%
ELA Learning Gains	57%						60%	56%	58%
ELA Lowest 25th Percentile	41%						65%	51%	53%
Math Achievement	41%	44%	50%				60%	55%	63%
Math Learning Gains	51%						65%	59%	62%
Math Lowest 25th Percentile	25%						53%	45%	51%
Science Achievement	42%	46%	59%				42%	49%	53%

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	56%	51%	5%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	49%	51%	-2%	58%	-9%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	48%	1%	56%	-7%
Cohort Comparison		-49%				

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	61%	54%	7%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	58%	53%	5%	64%	-6%
Cohort Comparison		-61%				
05	2022					
	2019	46%	48%	-2%	60%	-14%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	45%	-6%	53%	-14%
Cohort Comparison						

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	23	43	39	20	20	10	18				
ELL	38	52	45	36	47	20	30				
BLK	40	60		40	50						
HSP	49	55	40	41	49	24	42				
WHT	54	75		42	67						
FRL	46	56	42	34	46	32	38				

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	24	56		22	38	30	21				
ELL	42	67	46	31	30	13	26				
BLK	39	73		22	27		27				
HSP	48	68	56	38	32	17	32				
WHT	63			33							
FRL	45	68	65	32	30	20	32				
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	32	48	56	44	74	69					
ELL	50	63	69	58	62	53	34				
BLK	53	42		67	63		29				
HSP	55	63	70	58	64	60	43				
WHT	59	59		70	73		53				
FRL	55	59	63	56	61	51	38				

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	46
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	64
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
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	45
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
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	45
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?

As a school, we increased in Math proficiency, Math gains, and Math lowest 25%.

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

The greatest need for improvement is in the area of the ELA Lowest 25% as we dropped to 42%.

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

The contributing factors are attendance and lost instructional times.

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

The most improvement was evident in the area of Math gains by 20 points.

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

The contributing factors were consistent progress monitoring and detailed-oriented standards-based lesson planning.

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

Ensure that PLCs are intentionally planning purposeful tasks so that all students consistently work on grade-level material and experience productive struggles.

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.

Our professional development will focus on data analysis, and building the capacity of Professional Learning Community teams.

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

Building teachers' knowledge of all adopted resources for ELA, Math, and Science will have an integrated approach by all leadership team members. We will meet in one location for PLC meetings in order for teachers to have access to experts in their area of need.

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 data from the 2021-2022 FSA ELA Assessment, 48% of 3rd grade students were proficient, 36% of 4th grade students scored at the proficiency level, and 51% of 5th grade students were proficient. Given that data demonstrates that students in 3rd and 4th grade scored below 50% proficiency, we have been identified as a RAISE school to receive additional support to provide effective actions are needed to attain the goal of guaranteeing higher levels of Literacy achievement in all students.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

ELA proficiency in all grade levels will be at least 60% by spring 2023.

Monitoring:**Describe****how this****Area of****Focus will****be****monitored****for the****desired****outcome.**

ELA progress will be monitored using on-going data from NSGRA, STAR Reading, STAR Early Literacy, FAST, and Benchmark & Open Court weekly / unit assessments. Data collected from digital platforms such as School City and Lexia will be analyzed to determine students' specific areas of need. ELA coach will participate in weekly PLCs to assist teachers to plan for instruction and assessment data analysis. ELA will report progress in monthly Stocktake meetings.

Person**responsible****for****monitoring****outcome:**

Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Evidence-**based****Strategy:****Describe the****evidence-****based****strategy****being**

Research has shown that using data in instructional decisions can lead to improved student performance. No single assessment can tell educators all they need to know to make well-informed instructional decisions, so it is crucial the use of multiple data sources. Walkthroughs as non-evaluative data collection will be conducted to support teachers with instruction. Teachers will provide scaffolds to reach every learner, deliver explicit instruction, integrate vocabulary strategies as an effective literacy instruction. Teachers will promote active engagement and student collaboration using WICOR strategies in their daily instruction. Guided Reading instruction will be essential to a Balance Literacy Block.

implemented for this Area of Focus.

Teachers will provide differentiated instruction to students to target areas of need and deliver appropriate support.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teaching reading requires specialized knowledge about oral and written language, how children learn and acquire literacy skills, and instructional strategies for students' diverse needs (Foorman & Torgesen, 2001; Moats & Foorman, 2003; Moats & Lyon, 1996).

When efforts are structured cooperatively, there is evidence that students will exert more effort to achieve, build positive and supportive relationships, and develop in healthy ways (Johnson & Johnson, 1999).

Guided reading seeks to develop a system of strategic actions for students to be able to process and understand written text (Fountas & Pinnell, 2017a). Comprehension, understanding the written text that one reads, is the ultimate goal of reading (Rasinski, 2017). Teachers should strive to meet with each group of readers several times per week with the lowest achieving readers as frequently as possible (Fountas & Pinnell, 2017a).

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 be notified of new implementations in the library based on new house bills.
2. Students and teachers will have an orientation on media center procedures, activities, and projects to be held in the library.
3. During this orientation and also through emails and morning announcements I will be reminding teachers and students of engaging activities to promote reading, math, science, and social studies in the library. The use of Accelerated Reader will be implemented as soon as it becomes available. Resources like: Mackin Via, Destiny, Office 365, Footsteps 2 Brilliance, Epic, among others will be available and promoted as well. Map skills, powerpoint, and typing are also other activities that will be conducted in the library to promote reading, and engage students.
4. Incentives and schoolwide activities like vocabulary parades will also be held during the year.

Person

Responsible Barbara Ortiz (barbara.sanchez@osceolaschools.net)

ELL 1. Individual emails will be sent to each teacher with a list of identified Emergent Bilinguals in their class.

2. Paraprofessionals will be trained in how to better serve our ELLs. Daily information will be collected by the paraprofessionals.

3. Glossaries will be delivered to teachers. Each student will receive four glossaries: English, Social Studies, Science, and Mathematics. Glossaries must be visible and used consistently (grades 3-5).

4. Teachers will notify me of EBs performing low. These are the steps:

- a. The teacher will complete the Academics Skills Checklist.
- b. I will conference with students to determine areas of need.
- c. I will visit students in a classroom setting and determine areas of need.
- d. If improvement is not taking place, A parent-teacher meeting will be set up.

5. Upon receiving potential emergent bilinguals, teachers will be notified if the new student has been identified as LY.

Person

Responsible Lucille Hageman (lucille.hageman@osceolaschools.net)

ESE 1. All staff will be trained by the Resource compliance specialist in understanding students' individual education plans, in order to properly prepare ELA-based lesson plans to include scaffolding and

differentiation practices.

2. Teachers will be trained by the Resource compliance specialist in understanding the role of the VE teachers to create and utilize content-relevant strategies that include whole group, small group, and one-on-one teaching while maintaining inclusivity of students with exceptionalities.
3. Training by the Literacy Coach and the Resource Compliance Specialist on teaching ELA to students with exceptionalities to be offered to struggling teachers throughout the school year.
4. Educators will utilize progress monitoring data, classroom observations, and scoring rubrics to identify individual students' needs and monitor the need to update goals for individual education plans.
8. Staff will utilize high-quality ELA instructional materials which are found in the curriculum unit plans.

Person Responsible Jessica Hughes (jessica.hughes@osceolaschools.net)

Standard Aligned Instruction

1. Analyze BEST standards to ensure instruction is aligned to the depth of the standards.
2. Conduct non-evaluative walkthroughs to ensure CUPs resources are being utilized.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Professional Development

1. Facilitate training on BEST standards, Open Court, Benchmark, Guided Reading Instruction, and NSGRA.
2. Provide additional training to build teacher capacity and ensure highly effective ELA instruction in whole and small groups.
3. Work in collaboration with ELL and ESE taskforce to facilitate training on ESOL and ESE strategies to support students' learning.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Professional Learning Communities

1. Participate in weekly PLCs to plan for instruction, shared ELA instructional strategies, develop assessments, analyze student data, and reflect on teaching practices.
2. Work collaboratively with ELA teachers to analyze evidence of student learning, progress monitor data, and make instructional decisions based on student's specific needs.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Differentiation/Small Group Instruction

1. Support teachers with the implementation of Jan Richardson Guided Reading Model and Literacy Centers.
2. Work collaboratively with teachers to develop differentiated instruction to support T2 and Tier 3 students.
3. Collaborate with ESOL and Resource Compliance Specialist to help teachers plan, implement, and embed effective strategies in lessons to deliver appropriate scaffolds and support ELL and ESE students.
4. Collaborate with MTSS coach to ensure tier interventions are based on on-going data analysis.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Instructional Mentoring and Coaching

1. Mentor teachers and engage in the coaching cycle to ensure ELA instruction is being taught with fidelity and rigor.
2. Conduct non-evaluative walkthroughs to support teachers with balanced literacy and provide actionable feedback.
3. Model whole group and small group lessons for teacher that focus on research-based reading strategies, student engagement, and higher-level thinking skills.

Person Responsible	Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)
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#2. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Based on the 2021-2022 NWEA school data, 68% of all students in grades K-2 were proficient in math. Based on the 2021-2022 FSA school data, 35% of all students in grade 3-5 were proficient in math.

Include a rationale that explains how it was identified as a critical need from the data reviewed. The aim is to ensure higher levels of mathematical achievement for all students by establishing productive actions within the school year.

ESE: Given the 2021 -2022 school data finding that only 22% of students with disabilities (SWD) were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of Math achievement for students with exceptionalities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math proficiency in all grades 3-5 will be at least 55% by spring 2023.
Math proficiency in grade K-2 will increase by 5% by spring 2023.

ESE: SWD math proficiency in all grade levels will increase by 50% by spring 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Common assessment data will be analyzed and monitored via School City. Lead Team will review data during Stocktake. Classroom walkthroughs will be conducted daily and teachers will be provided actionable feedback. Analyze data from computer-based programs.

Person responsible for monitoring outcome:

Tamara Velez (tamara.velez@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented

Ensuring that students are engaged in cognitively complex, standards-based math tasks that allow opportunities to showcase diverse solution methods. This will allow for students to have opportunities to encounter and tackle tasks that involve productive struggle, which will in turn stimulate deeper understanding of mathematical concepts. Leadership team will conduct non-evaluative classroom walkthroughs to ensure high quality standards-based instruction is being provided to all students. Leadership will support and participate in PLC team meeting and ensure correct processes are being used in the analyzing and planning for student achievement. School Stock take will place monthly to report progress to the Principal on the area of focus.

for this Area of Focus.**Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

According to Principles to Actions (NCTM 2014, p.17), "effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies."

"A system of cognitive obstacles (September 2016 Eurasia Journal of Mathematics, Science and Technology Education) ...enables students to develop and improve their capacity of mathematical thinking."

"Stanford professor Jo Boaler warns that instruction based solely on memorization and arithmetic can lead students to misunderstand and dislike math. Test results show that the highest achievers are those who can see the bigger picture and make connections between different mathematical concepts. There's a growing body of research that shows that getting students to the point of productive struggle is one of the keys to achieving deeper learning and creative problem solving."(2022 MIND Research Institute)

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.

We will focus on standard-based interventions and instruction. Math interventions for all grade levels will be done with fidelity. Hand 2 Mind will be utilized for data tracking within interventions. AVID math notebook will be actively utilized. Professional Development will be provided on the math block framework and intervention time. Professional Development will be provided on the new math curriculum.

Person**Responsible**

Lucille Hageman (lucille.hageman@osceolaschools.net)

ESE:

1. All staff will be trained by the Resource compliance specialist in understanding students individual education plans, in order to properly prepare Math based lesson plans to include scaffolding and differentiation practices.
2. Teachers will be trained by the Resource compliance specialist in understanding the role of the VE teachers to create and utilize content-relevant strategies that include whole group, small group and one-on-one teaching while maintaining inclusivity of students with exceptionalities.
3. Training by the Math Coach and the Resource Compliance Specialist on teaching math to students with exceptionalities to be offered to struggling teachers throughout the school year.
4. Educators will utilize progress monitoring data, classroom observations and scoring rubrics to identify individual students needs and monitor the need to update goals for individual education plans.
8. Staff will utilize high-quality math instructional materials which are found in the curriculum unit plans.

Person**Responsible**

Jessica Hughes (jessica.hughes@osceolaschools.net)

Collaborative Planning

1. Meet with teachers to plan for standards-based instruction utilizing the curriculum unit plans.
2. Support teachers in planning for differentiation based on student's needs.
3. Assist teachers with incorporating cognitively complex tasks into their mathematics instruction.

Instructional Coaching

1. Support teachers in facilitating cognitively complex tasks through guidance, modeling, and/or co-teaching.
2. Provide support to all teachers in implementing and facilitating tasks provided by the curriculum unit plans.
3. Provide guidance and support to all teachers in utilizing the new McGraw Hill math curriculum as a resource within their instruction.

4. Engage in the coaching cycle with all instructional staff throughout the school year to maximize the development of high-quality instruction.

Person Responsible Tamara Velez (tamara.velez@osceolaschools.net)

Professional Learning Communities

1. Support and assist teachers within professional learning communities in the process of analyzing data and reflecting on instructional practices to maximize classroom instruction.
2. Support and assist teachers within professional learning communities to meet the needs of all subgroups through purposeful planning of interventions and extension activities.
3. Share monthly Stocktake data with professional learning communities to highlight classroom trends of instructional strategies, student engagement, assessment results, and next steps for student achievement.

Person Responsible Tamara Velez (tamara.velez@osceolaschools.net)

Professional Learning

1. Provide teachers with professional development opportunities in the usage of the new McGraw Hill curriculum, implementing instruction based on the B.E.S.T standards, incorporating cognitively complex tasks within instruction, and other necessary areas of need as determined by PLC data.

Person Responsible Tamara Velez (tamara.velez@osceolaschools.net)

Math Block Instruction

1. Provide support and guidance on how to effectively manage instruction within the math block that allows for all areas to be facilitated with fidelity: access learning, focused instruction, collaborative/ independent learning, guided instruction (small group), and lesson closure (exit ticket, summary, etc).
2. Provide support and guidance on how to effectively manage small group guided instruction based on the needs of students, utilizing varied tools: manipulatives, Hand2Mind resources, RedBird program, etc.
3. Provide support and guidance in analyzing student assessments to determine the needs and the focus for small group guided instruction.

Person Responsible Tamara Velez (tamara.velez@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.**

Based on the 2021-2022 FSA school data, 37% of 5th grade students were proficient in science.

Based on the 2021-2022 NWEA school data, 51% of 3rd and 4th grade students were proficient in science.

Based on the 2021-2022 Progress Monitoring school data, 82% of kindergarten, 1st, and 2nd grade students were proficient in science.

The aim is to ensure higher levels of mathematical achievement for all students by establishing productive actions within the school year. If teachers effectively provide opportunities for students to actively engage in academic discourse via collaborative structures, participate in active hands-on learning experiences (labs, activities, and investigations), as well as authentically use interactive notebooks to process learning, then student engagement and learning will increase.

In order to maximize student engagement and learning, teachers should effectively provide opportunities for students to authentically engage in academic discourse and collaboration, participate in hands-on learning experiences (labs, activities, and investigations), as well as promote the utilization of science interactive notebooks to process and unfold student learning.

ESE: Given the 2021 -2022 school data finding that only 21% of students with disabilities were proficient in science, productive actions are necessary to accomplish the goal of ensuring higher levels of science achievement for all students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency in grades K-4 will increase by 5% by spring 2023.

Science proficiency in grade 5 will increase to at least 46% by spring 2023.

ESE: SWD science proficiency in all grade levels will increase by 50% by spring 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Professional Learning Communities Data Chats

NWEA Data

Common Formative Assessments

Person responsible for monitoring outcome:

Tamara Velez (tamara.velez@osceolaschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Teachers will effectively provide science instruction utilizing the path provided by the district's curriculum unit plans. Teachers will utilize the 5-E instructional model to promote science-based inquiry and hands-on learning experiences. Leadership team will conduct non-evaluative classroom walkthroughs to ensure high quality standards-based instruction is being provided to all students. Leadership will support and participate in PLC team meeting and ensure correct processes are being used in the

being implemented for this Area of Focus.

analyzing and planning for student achievement. School Stock take will place monthly to report progress to the Principal on the area of focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

"Scientific inquiry refers to a learning approach where students conduct investigations by asking questions, proposing solutions, and solving problems while gaining knowledge about the natural world. The goal is to understand, test, and apply the laws and principles that govern the natural world."(Learning by Inquiry © 2022)

"Inquiry is rooted in the constructivist belief that children are active participators who co-construct knowledge through talk and exploration of materials. Supporters of inquiry-based instruction believe when children construct their own knowledge through inquiry, they have a deeper understanding of scientific phenomena. They also argue students can retain that science knowledge better through inquiry learning than direct instruction (Breddcrman, 1983: McDaniel & Schlager, 1990: Schauble, 1996: Stohr-Hunt 1996)."

"The Jean Piaget claimed, "each time one prematurely teaches a child something he could have discovered for himself. that child is kept from inventing it and consequently from understanding it completely" (Piaget, 1979, p. 715)."

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. Students in grades 3rd-5th will receive glossaries in Science.
2. All teachers, including K-2, will receive a copy of the glossaries to use as reference and for vocabulary display.
3. Data will be gathered from assessments and classroom observation to identify areas of needs among emergent bilingual students.
4. Teachers will receive valuable information on how to access scaffolding materials and vocabulary lists from curriculum unit plans to provide effective lessons and meet the needs of emergent bilinguals.

Person Responsible

Lucille Hageman (lucille.hageman@osceolaschools.net)

ESE:

1. All staff will be trained by the Resource compliance specialist in understanding students individual education plans, in order to properly prepare science-based lesson plans to include scaffolding and differentiation practices.
2. Teachers will be trained by the Resource compliance specialist in understanding the role of the VE teachers to create and utilize content-relevant strategies that include whole group, small group and one-on-one teaching while maintaining inclusivity of students with exceptionalities.
3. Training by the Science coach and the Resource Compliance Specialist on instruction of science to students with exceptionalities to be offered to struggling teachers throughout the school year.
4. Educators will utilize progress monitoring data, classroom observations and scoring rubrics to identify individual students needs and monitor the need to update goals for individual education plans.
8. Staff will utilize high-quality science instructional materials which are found in the curriculum unit plans.

Person Responsible

Jessica Hughes (jessica.hughes@osceolaschools.net)

Collaborative Planning

1. Meet with teachers to plan effective lessons that allow for hands-on and inquiry-based learning experiences, utilizing the 5-E model.
- 2 Provide support and guidance on how to monitor and analyze student learning through formative assessments and how to differentiate based on the needs of all students.

Person Responsible Tamara Velez (tamara.velez@osceolaschools.net)

Differentiation

1. Analyze and use data from NWEA to make informed decision on how to organize students for the purpose of reviewing science standards (House of Science), practicing test-taking strategies, and increase mastery of science content.
2. Promote the usage of the science lab to provide scaffolding and hands-on learning experiences to maximize all students' development in mastering science content.

Person Responsible Tamara Velez (tamara.velez@osceolaschools.net)

Instructional Coaching

1. Support teachers in facilitating hands-on and inquiry-based learning using the 5-E model, through guidance, modeling, and/or co-teaching.
2. Provide support to all teachers in implementing and facilitating tasks provided by the district curriculum unit plans.
3. Provide guidance and support to all teachers in utilizing the science resources provided in the district curriculum unit plans (Discovery Ed, Mystery Science, Savvas) as a resource within their instruction to maximize student engagement and interest.
4. Engage in the coaching cycle with all instructional staff throughout the school year to maximize the development of high-quality instruction.

Person Responsible Tamara Velez (tamara.velez@osceolaschools.net)

Professional Learning

1. Provide teachers with professional development opportunities in the usage of the curriculum and digital tools, implementing standards-based instruction provided by the curriculum unit plans, incorporating hands-on learning and science-based inquiry within instruction using the 5-E model, and other necessary areas of need as determined by PLC data.
2. Provide support and guidance in understanding the grade level standards and the vertical alignment across all grade levels, to ensure fair game standards are supported for 5th grade proficiency.

Person Responsible Tamara Velez (tamara.velez@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.

Effective PLCs are powerful levelers for making changes in schools. As teachers participate in authentic PLCs in all accountability areas, create engaging lesson plans, use highly effective strategies and best practices, it will lead to increased student achievement. Using the 4 guiding questions, PLC teams will meet regularly to share expertise, analyze student work, plan instruction and collaborate to improve student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the Seven Stages on PLCs, each grade level PLC will increase at least 1 PLC stage by Spring 2023. The goal is for each PLC is to successfully operate at a stage 5 or above. This includes teams shifting their focus from teaching to learning and providing solutions for addressing shared challenges.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Sub Groups Data
2. MTSS Data
3. Common Formative Assessment Data
4. NEST Data
5. Panorama Data
6. FAST Data

Person responsible for monitoring outcome:

Amanda Brown (amanda.brown2@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

A PLC is defined as "Professional staff from all departments and grade levels come together to study collegially and work collaboratively. They engage in collegial inquiry that includes reflection and discussion focused on instruction and student learning. They are continuously learning together. For example, a group may begin investigating student performance data to assess student success and needs. Through reflection and discussion, the group identifies areas that need attention. The group explores how they will learn the new content or strategies. (Hord, 2007)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/

"The PLC structure is one of the continuous adult learning,. strong collaboration, democratic participation, and consensus about the school environment and culture and how to attain the desired environment and culture. In such a collegial culture, educators talk with one another about their practice, share knowledge, observe on another, an root for one another's success. (Barth, 2006)

**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. Lead Team will conduct Professional Developments to demonstrate effective PLC processes and strategies.
2. Lead Team will schedule weekly and bi-weekly Pre-PLC meetings between Lead Team support and PLC Leads.
3. Lead Team members will participate in Daily Stand-up Meetings to monitor PLC progress.

Person

Responsible

Sabrina Montes (sabrina.nievesmontes@osceolaschools.net)

1. Grade Level PLC's will be meeting in a centralized area.
2. All grade levels should be using a common grading system.
3. PLC's will have a rotation schedule implemented so that leadership will be accessible to meet with each grade levels when needed.

Person

Responsible

Tailinett Olmedo (tailinett.olmedorosado@osceolaschools.net)

#5. Positive Culture and Environment specifically relating to Student Achievement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to the Spring 2022 Panorama Survey data, only 46% of our students were able to regulate their emotions. Research indicates that well planned and well implemented social emotional learning can positively affect a broad range of student social, health, behavioral, and academic outcomes. (Research Implications for the Safe Schools/Healthy Students Core Elements) Students with developed life skills are better equipped to self-regulate emotions. Students that are able to regulate their emotions have the ability to remain relaxed, stay calm when things go wrong, and pull themselves out of a bad mood. These strengths will have a positive impact on students learning and achievement.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By the Spring 2023 Panorama Survey, at least 50% of our students will be able to self-regulate emotions. Students will answer more favorably to questions regarding their ability to relax themselves, remain calm when others around them are not, and improve their own mood.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>- In Fall 2022 and Spring 2023 students will have the opportunity to self-assess their ability to regulate emotions through the Panorama Survey.</p> <ol style="list-style-type: none"> 1. Data results will be analyzed by to determine areas of need, with a primary focus on emotional regulation. 2. Intervention groups will be formed based on data results. Leadership team will review student progress during monthly Stocktake meetings. 3. PBIS committee will review behavior data monthly meetings
Person responsible for monitoring outcome:	<p>Simone Mercado (simone.mercado@osceolaschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>The Zones of Regulation program is utilized in classrooms to help students develop awareness of their feelings, energy and alertness levels. Through this program students learn strategies for self-care and overall wellness (Kuypers 2011). Our school counselor will implement the QuaverEd curriculum in a small group setting to enrich the lives of students through lessons focused on self-evaluation.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

Research shows helping students manage their emotions through evidence-based practice such as Zones of Regulation and Quaver improves student attitudes towards school and increases achievement (Kuypers, Durlak 2011). Zones of Regulation lessons are designed to help students understand their different internal emotions, sensory needs, and thinking patterns. (Kuypers 2011) These lessons will help students develop the ability to improve their moods and remain calm in difficult situations. The QuaverEd program offers a tiered approach that addresses the needs of all learners, Tier 1, 2, and 3. Lessons create a culture of caring and support to help all students succeed. QuaverEd lessons use a research and standard based curriculum that integrates a fun learning process such as interactivity, animation, modern and traditional music, and humor. (Durlak 2011). This engaging method allows teachers, students and their peers to build a supportive classroom community and culture.

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. AVID Coordinator will provide trainings opportunities in AVID Foundations for untrained teachers.
2. AVID Site team will meet monthly to discuss NEST WICOR data and analyze the schoolwide implementation of AVID strategies.
3. Teachers will actively implement Zones of the Regulation to support self-regulation of emotions.
4. AVID Coordinator will present AVID Third Thursday monthly to support a college and career-ready culture. Students will wear college shirts or colors and each month will focus on specific AVID strategies.
5. Instructional mentors will work with teachers to deliver standard-based instruction and implement research-based strategies that promote student achievement, citizenship, and an optimal learning environment.
6. AVID Coordinator and Instructional Mentor will advise AVID Ambassadors and provide opportunities for students to develop leadership skills while assisting staff with school events.
7. AAA Safety Patrol Program will be implemented to allow students to serve as models for leadership and citizenship.

**Person
Responsible**

Jazmin Santos (jazmin.santosserrano@osceolaschools.net)

1. School counselor will provide teachers with student specific Panorama survey data to address student needs.
2. Counselor will conduct intervention groups instructing students on self-evaluation through the QuaverEd curriculum.
3. PBIS committee will meet monthly to discuss referral data and identify grade levels, classrooms, and students in need of support.
4. PBIS committee will hold monthly events to celebrate students meeting schoolwide expectations. Students will earn "Boggy Bucks" by demonstrating B.O.G.G.Y. expectations and will be used to participate in celebrations.
5. MTSS Problem Solving Team will meet monthly to discuss behavior intervention data for Tier 2 and Tier 3 students.
5. MTSS Coach and School Counselor will provide grade level professional development for behavior interventions including overview of MTSS process and FBA/BIP procedures.
6. Counselor will provide professional development for staff in Zones of Regulation procedures and

strategies.

7. Staff will award students demonstrating exceptional behavior with positive referrals.

Person Responsible Nilsa Sanchez (nilsa.sanchez@osceolaschools.net)

Post-Secondary Culture

Boggy Creek will successfully create learning environments where students understand the value of higher education by engaging in intentional strategies and equitable practices and activities utilizing Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to support subgroups and close the achievement gap.

Through data chats and goal-setting meetings with teachers, interventionists and, mentors students will connect present performance to future goals and create a culture where they believe post-secondary education is a tangible reality.

Students will also receive consistent individualized support with close data monitoring through the MJTSS process.

We will ensure acceleration opportunities that will lead to college, career, and life readiness through Tier 1 Professional Learning Communities planning guided by data.

Person Responsible Simone Mercado (simone.mercado@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

Based on the 2021-2022 Spring NSGRA data, 27% of Kindergarten students scored below grade level, 20% of 1st grade students scored below grade level, and 32% of 2nd grade students scored below grade level. All these students were identified as Tier 3 students.

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

Based on the 2021-2022 end of year FSA ELA data, 46% of 3rd grade students scored below grade level, 60% of 4th grade students scored below grade level, and 47% of 5th grade students scored below grade level.

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)

Based on the end year 2022-2023 NSGRA data, at last 85% of K-2 grade students will score on or above grade level.

Grades 3-5: Measureable Outcome(s)

Based on the end year 2022-2023 FAST data, at least 85% of 3-5 grade students will score on or above grade level proficiency.

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.

The RAISE area of focus will be monitored by weekly walkthroughs of guided reading groups, quarterly NSGRA data collection, Monthly Stocktake meetings, PLC data discussions, LEXIA Core 5 Reading weekly usage, monitoring of formative and summative Benchmark/Open Court assessments in School City. RISE intervention groups will also be implemented with fidelity and monitored on a 6 week basis.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Agosto-Walker, Meraris, meraris.agostowalker@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?

-FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate) This will be used in addition to our Tier 1 foundational skills (Open Court)

-RISE/RISE UP accelerated intervention (Visible Learning effect size - small group learning: .47 promising)

-Corrective Reading (Visible Learning effect size - small group learning: .60 promising)

-Explicit Vocabulary Instruction (Visible Learning effect size - vocabulary programs: .63 moderate; direct instruction: .60 moderate) Using Anita Archer's model of explicit vocabulary instruction.

-Comprehension Programs Benchmark Interventions (Visible Learning effect size - comprehension: .55 moderate)

-Writing Programs Core Connections (Visible Learning effect size - writing: .46 strong)

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?

-Guided Reading is a key part of a balanced reading framework and an essential element of a successful reading workshop. "Targeted and intentional instruction characterizes the daily routine of a guided reading teacher" (Richardson & Walther, 2013)

- "Research on vocabulary instruction shows that-Most vocabulary is learned indirectly through everyday experiences with oral and written language, and -student benefit from direct instruction in new words and vocabulary strategies"(Cunningham, 2019)

- "Corrective reading is a powerful direct instruction remedial reading series that solves a wide range of problems for struggling older readers." (National Institute for Direct Instruction, 2022)

- "With Core connections students learn to read, write, and think critically in response to a variety of text across the curriculum" (Core Connections, 2020)

- "Research shows comprehension means that readers think not only about what they are reading but about what they are learning. When readers construct meaning they are building their store of knowledge and with knowledge must come understanding. (Gardner, 1991)

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
<p>Literacy Leadership -</p> <ol style="list-style-type: none"> 1. Literacy coach will attend monthly Coaches Meetings 2. Literacy coach will form a Literacy committee to plan Literacy rich events and activities to promote ELA instruction. 3. Literacy coach will participate in weekly PLCs to plan for instruction, shared ELA instructional strategies, develop assessments, analyze student data, and reflect on teaching practices. 4.. Literacy coach will work collaboratively with ELA teachers to analyze evidence of student learning, progress monitor data, and make instructional decisions based on students' specific needs 	<p>Agosto-Walker, Meraris, meraris.agostowalker@osceolaschools.net</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. Support teachers with the implementation of Jan Richardson Guided Reading Model and Literacy Centers. 2. Work collaboratively with teachers to develop differentiated instruction to support T2 and Tier 3 students. 3. Collaborate with ESOL and Resource Compliance Specialist to help teachers plan, implement, and embed effective strategies in lessons to deliver appropriate scaffolds and support ELL and ESE students. 4. Collaborate with MTSS coach to ensure tier interventions are based on on-going data analysis. 	<p>Agosto, Meraris, meraris.agosto@osceolaschools.net</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. NSGRA will be monitored on a quarterly basis 2. Open Court Assessment will be monitored weekly/monthly 3. Benchmark Assessment will be monitored weekly/monthly 4. Map Oral Reading Fluency will be monitored in Fall and Winter. 5. Star Early Literacy and STAR Reading will be monitored in Fall, Winter, and Spring. 	<p>Agosto, Meraris, meraris.agosto@osceolaschools.net</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. Facilitate training on BEST standards, Open Court, Benchmark, Guided Reading Instruction, and NSGRA. 2. Provide additional training to build teacher capacity and ensure highly effective ELA instruction in whole and small groups. 3. Work in collaboration with ELL and ESE taskforce to facilitate training on ESOL and ESE strategies to support students' learning. 	<p>Agosto, Meraris, meraris.agosto@osceolaschools.net</p>

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.

Boggy Creek Elementary School engages our families with various partnership opportunities. We aim at increasing parental involvement by maintaining open lines of communication with our families. Creating a parent liaison position will facilitate meeting the immediate needs of our families. It will also assist in gathering patterns of needs for this community. The teachers and staff are actively involved in the Professional Learning Communities, which supports our students' academic and social-emotional needs. We have established a college-going culture by implementing AVID strategies such as WICOR, which is infused through Writing, Inquiry, Collaboration, Organization, and Reading.

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

The stakeholders promoting a positive culture and environment are our families, students, and entire school faculty. We all take on the responsibility of ensuring that our mission and vision statement comes to life with our daily actions within our roles and responsibilities.