

School District of Osceola County, FL

Canoe Creek K 8



2022-23 Schoolwide Improvement Plan

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Canoe Creek K 8

3600 CANOE CREEK ROAD, St. Cloud, FL 34772

<https://www.osceolaschools.net/cck8>

Demographics

Principal: David Noyes

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 PK-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)	55%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: No Grade 2017-18: No Grade
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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Canoe Creek K 8

3600 CANOE CREEK ROAD, St. Cloud, FL 34772

<https://www.osceolaschools.net/cck8>

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 PK-8	Yes	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21
Grade	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.

Canoe Creek K-8 will engage students with a rigorous and innovative environmental STEM education while providing the instructional building blocks to develop 21st century global citizens. Through hands-on investigation and problem solving, students will become critical thinkers who are empowered to build sustainable and informed communities.

Provide the school's vision statement.

Canoe Creek K-8 is a student-centered organization delivering excellence in education. We are committed to cultivating tomorrow's innovators where academics, well-being, and experiences combine to prepare students for success today and in the future.

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
Noyes, David	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.
Miller, Amy	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.
Rivera, Francisco	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.
Woollet, Jennifer	Dean	Focus on student achievement by working with teachers to ensure high-fidelity implementation of the Florida Standards in all content areas through research based strategies in addition to providing support for struggling students by using scientifically based strategies and programs.
Petrangeli, Kodie	Instructional Coach	Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Literacy through research based strategies.
Garcia, Sonia	School Counselor	Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of students in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents, provides leadership and organization to all school counseling activities within the school.
Matthews, Sharon	Other	This position is a district-based teacher on assignment who facilitates behavior support through Problem Solving and MTSS. In collaboration with principals, PS team, and other stakeholders, this position supports the goal of improving student achievement through encouraging system-wide and local school initiatives to increase student learning. This position will integrate MTSS for behavior components in a school and understand the correlation between academics and behavior.

Name	Position Title	Job Duties and Responsibilities
Fernanda Perez , Maria	School Counselor	Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of students in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents, provides leadership and organization to all school counseling activities within the school.
Perez, Danisha	Staffing Specialist	To coordinate educational placement and appropriate services for students with disabilities. To serve as LEA representative at eligibility, re-evaluation and Individual Education Plan (IEP) meetings at assigned schools. This position will assist schools with the implementation of IDEA Federal and State regulations for students with disabilities. Additionally, it will provide support to schools in the areas of curriculum and instruction, behavior supports, service delivery models and staff development to address the needs of students with disabilities.

Demographic Information

Principal start date

Wednesday 7/13/2022, David Noyes

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.*

5

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.*

18

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,182

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

16

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

22

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	112	122	118	122	136	132	146	128	124	0	0	0	0	1140
Attendance below 90 percent	24	17	23	19	14	18	5	11	17	0	0	0	0	148
One or more suspensions	2	1	1	1	7	4	5	9	13	0	0	0	0	43
Course failure in ELA	0	0	0	0	12	0	0	5	23	0	0	0	0	40
Course failure in Math	0	0	2	4	0	0	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	29	23	11	19	32	0	0	0	0	138
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	23	15	30	15	30	0	0	0	0	143
Number of students with a substantial reading deficiency	0	0	0	24	29	23	11	19	32	0	0	0	0	138

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	3	34	64	113	53	42	40	0	0	0	0	349

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		1	2	4	3	1	3	10	6	4	0	0	0	34
Students retained two or more times		0	0	0	0	0	0	0	1	1	0	0	0	2

Date this data was collected or last updated

Wednesday 7/13/2022

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	99	110	102	105	119	119	136	120	110	0	0	0	0	1020	
Attendance below 90 percent	20	33	37	29	27	32	15	23	12	0	0	0	0	228	
One or more suspensions	3	1	0	1	1	4	10	1	1	0	0	0	0	22	
Course failure in ELA	0	0	3	14	25	17	0	4	5	0	0	0	0	68	
Course failure in Math	0	0	2	9	13	13	0	1	4	0	0	0	0	42	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	28	12	13	34	0	0	0	0	103	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	19	15	26	36	0	0	0	0	114	
Number of students with a substantial reading deficiency	0	0	0	0	16	28	12	13	34	0	0	0	0	103	

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	3	1	0	3	3	6	9	0	0	0	0	0	0	25	

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	1	0	2	0	1	0	0	0	0	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	1	1	0	1	0	0	0	0	3	

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	99	110	102	105	119	119	136	120	110	0	0	0	0	1020
Attendance below 90 percent	20	33	37	29	27	32	15	23	12	0	0	0	0	228
One or more suspensions	3	1	0	1	1	4	10	1	1	0	0	0	0	22
Course failure in ELA	0	0	3	14	25	17	0	4	5	0	0	0	0	68
Course failure in Math	0	0	2	9	13	13	0	1	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	28	12	13	34	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	19	15	26	36	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	16	28	12	13	34	0	0	0	0	103

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	3	1	0	3	3	6	9	0	0	0	0	0	0	25

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	1	0	2	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	1	0	1	0	0	0	0	3

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	59%	50%	55%					56%	61%
ELA Learning Gains	57%							57%	59%
ELA Lowest 25th Percentile	44%							55%	54%
Math Achievement	59%	42%	42%					52%	62%
Math Learning Gains	55%							55%	59%
Math Lowest 25th Percentile	49%							49%	52%
Science Achievement	61%	45%	54%					49%	56%
Social Studies Achievement	79%	53%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	17	35	32	26	37	41	17	27			
ELL	48	56	47	42	50	48	49	65	100		
BLK	50	50	27	48	52	42	50	80			
HSP	57	57	43	53	54	51	57	73	78		
MUL	71	60		72	82						
WHT	64	59	52	70	57	45	71	100	88		
FRL	51	52	47	50	53	50	54	71	73		
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	63	65	30	47	40					
ELL	56	70	54	59	64	64	67				
BLK	18			20							
HSP	64	72	50	63	57	50	69				
WHT	61	74		68	77		84				
FRL	58	73	55	59	59	47	72				
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

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	61
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	69
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	10
Percent Tested	99%
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	57
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	
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	50
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	59
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
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	56
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?

According to ELA FSA data, there was a decreased of two percentage points in achievement, a fifteen-percentage point decrease in ELA learning gains, and a nine-percentage point decrease with the lowest 25th percentile subgroup. Moreover, the achievement for the students with disabilities subgroup fell below the ESSA federal index.

According to math FSA data, there was a decreased of 4 percentage points in achievement, a nine-percentage point decrease in math learning gains, and a five-percentage point decrease with the lowest 25th percentile subgroup.

Lastly, science achievement (5th and 8th) decreased by 14 percentage points.

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

The FSA data has consistently shown that in both ELA and math, learning gains decreased, and the students in the 25th percentile subgroup did not perform as expected.

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

In examining the contributing factors, we identified the addition of two grade levels (7th and 8th), and the effectiveness of our interventions in both elementary and middle school. In reviewing the data, our learning gains indicated that our interventions were not as successful as expected. During the 2022-2023 academic year, we are restructuring our middle school interventions and realigning our elementary interventions to ensure its effectiveness.

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

After we reviewed the 2021-2022 FSA data, our scores, on each of the school grade components, decreased.

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

There weren't any contributing factors to the improvement since our scores, on each of the school grade components, decreased.

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

As part of a comprehensive approach, our instructional coaches, alongside the school administrators will be monitoring classrooms and providing actionable feedback. In addition, we are revamping the MTSS process to ensure we are tracking multiple data points and that students are receiving the correct interventions. At the elementary level, we are always tracking student data to ensure that those students proficient in math and ELA are receiving enrichment opportunities. At the middle school level, we have scheduled these students in accelerated courses to accelerate learning. These students in 7th and 8th are taking high school credit courses.

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.

As a school, we have a Colleague Café series where we provide professional development based on instructional trends observed during walkthroughs and teacher requests. Additionally, they will be receiving training on the new instructional materials. Lastly, the school district provides ongoing professional development not limited to September 23, which is the professional day for teachers, at the school district.

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

We plan Colleague Cafes throughout the year to ensure we are providing ongoing professional development. The Colleague Cafes are provided during planning and take into consideration teacher needs. Another way we ensure sustainability is by using our instructional coaches to provide feedbacks and to plan for instructional rounds. We want to ensure we are utilizing our highly effective teachers to serve as models for the rest of the instructional staff.

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 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.

Professional learning communities offer teachers professional growth opportunities and resources to enhance their classroom practice. If teachers participate in authentic PLCs in all accountability areas, then infusing lesson plans with high yield strategies and best practices can be planned. In addition, common formative assessments can be developed to monitor student achievement, which ultimately will result in increased student achievement.

Measurable**Outcome:**

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

By the end of the school year (2022-2023), all Professional Learning Communities will be operating at a stage 5 (analyzing student learning). In doing so, proficiency and gains in both ELA and math will increase by 5% in all subgroups. Additionally, science proficiency will increase by 5% and social studies proficiency will increase by 6%.

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.
4. PLC Leads will upload agendas and data into Canvas, which will be monitored by administration.

Person responsible for monitoring outcome:

Sharon Matthews (sharon.matthews@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.

Leadership team will meet monthly with PLC facilitators to provide support, guidance, and training on implementing the four PLC guiding questions.

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

PLC facilitators and leadership team will participate in a book study that focuses on transforming the school culture into a collaborative PLC.

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

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 Sharon Matthews (sharon.matthews@osceolaschools.net)

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 Sharon Matthews (sharon.matthews@osceolaschools.net)

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 Sharon Matthews (sharon.matthews@osceolaschools.net)

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 Sharon Matthews (sharon.matthews@osceolaschools.net)

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 Sharon Matthews (sharon.matthews@osceolaschools.net)

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

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

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

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

#2. Positive Culture and Environment specifically relating to Social and Emotional Learning**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, higher graduation rates, and improve social behavior. These competencies include skills such as the ability to collaborate and make responsible decisions (how to handle challenges), mindsets (positive thinking), and habits (coming to class prepared). A positive school climate includes a safe environment, strong student and staff relationships, and structure support for learning. It provides the foundation needed to develop the necessary skills 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 38% of students answered favorably about school belonging. In 2022- 2023 this question will be increased by 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 PBIS, behavior and attendance data for subgroups, monthly, during Stocktake. We will develop interventions as required.

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

Sonia Garcia (sonia.garcia@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 address their needs individually and be flexible and open to meet these differences. Clear information delivered to our teachers and training on different programs generates positive responses, and students reflect it with better test scores and significant improvement in their social emotional behavior. When established a positive school climate, students experience a safe environment, better relationships, and exceptional support with the learning process. The hard work on learning strategies, emotional support and strong relationships strengthens the skills that students need for success.

Rationale for**Evidence-****based****Strategy:****Explain the**

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).

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

A positive culture and environment reflect specific teaching strategies and practices focused on the social and emotional area and student-centered activities. Staff will continue to use teaching strategies that encourage and support the students' knowledge and life skills. We continue to work on the acceleration for high school credit courses to get our students in the right direction towards success. Also, with the implementation of different AVID strategies, students benefit by meeting their individual needs. The TIP program helps talented students to use their skills in preparing for high school and college.

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.

Teachers and staff will plan activities that are engaging and relevant to students. They will identify and build on students' individual strengths and passions.

Person Responsible Maria Fernanda Perez (maria.fernandaperez@osceolaschools.net)

Teacher will create and encourage an environment of belonging.

Person Responsible Sonia Garcia (sonia.garcia@osceolaschools.net)

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

Person Responsible Sonia Garcia (sonia.garcia@osceolaschools.net)

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

Person Responsible Maria Fernanda Perez (maria.fernandaperez@osceolaschools.net)

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

Person Responsible Sonia Garcia (sonia.garcia@osceolaschools.net)

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

Person Responsible Maria Fernanda Perez (maria.fernandaperez@osceolaschools.net)

Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible Sonia Garcia (sonia.garcia@osceolaschools.net)

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

Person Responsible Maria Fernanda Perez (maria.fernandaperez@osceolaschools.net)

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 Sonia Garcia (sonia.garcia@osceolaschools.net)

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

Person Responsible Maria Fernanda Perez (maria.fernandaperez@osceolaschools.net)

85% (39 identified students) of our students will take the SAT as part of the talent identification program (TIP).

Person Responsible Maria Fernanda Perez (maria.fernandaperez@osceolaschools.net)

#3. 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.

In review of the 2021-2022 school data, 59% of students showed proficiency in ELA Achievement, 57% in ELA Learning Gains and the Lowest 25th Percentile only showed 44% proficiency. Based on these findings productive actions are necessary to accomplish the goal of ensuring higher levels of Literacy achievement for all students, especially those identified in the Lowest 25th Percentile.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a

data based,

objective outcome.

ELA and proficiency will increase by 5%.

Monitoring:

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

1. Administration, leadership team, and Literacy 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 and proficiency based on the data from the Florida Assessment of Student Thinking in the winter and spring.

Person responsible for monitoring outcome:

Kodie Petrangeli (kodie.petrangeli@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 assessments 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.

Ensure that lowest quartile students are placed with high impact teachers.

Person Responsible Amy Miller (amy.miller@osceolaschools.net)

The leadership team will monitor Tier 1 instruction by conducting weekly classroom walkthroughs and providing immediate actionable feedback to individual teachers.

Person Responsible Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

Utilizing classroom observation trend data, professional development will be created that utilizes effective instructional practices such as AVID, ESE, and ELL strategies and offered to teachers through Colleague Cafe.

Person Responsible Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

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

Person Responsible Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

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 Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

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 Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

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 Danisha Perez (danisha.perez@osceolaschools.net)

Meetings weekly/bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy support for Tier 1, 2, & 3 students.

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

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

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

The ELL support in the classroom will occur through the collaboration of ESOL compliance specialist and classroom teachers so that ELL students are supported in all courses. EES will provide teachers with ELL instructional strategies and professional development.

Person Responsible Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

The ESE support in the classroom will occur through the collaboration of the RCS, VE support facilitation teachers and classroom teachers to ensure ESE students are supported in all courses. RCS will provide teachers with ESE instructional strategies and professional development.

Person Responsible Danisha Perez (danisha.perez@osceolaschools.net)

#4. 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 2021-2022 school data finding that only 59% of students were proficient in math, and only 55% showed learning gains, actions are necessary to accomplish the goal of ensuring higher levels of mathematics achievement for all students.

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

Math proficiency will increase from 59% to 64% and math learning gains will increase from 55% to 60%.

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

Data from the Florida Assessment of Student Thinking in the winter and spring will be used to monitor student proficiency.

Person responsible for monitoring outcome:

Nicole Grayek (nicole.grayek@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 mathematical procedures accurately, efficiently, and flexibly.

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

Procedural fluency is the expectation to utilize skills learned through exploration and development of procedural reliability to become fluent with an efficient and accurate procedure to solve a variety of mathematical problems. (Florida B.E.S.T Standards: Mathematics, 2022, p. 6)

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.

Ensure that the lowest quartile students are placed with high impact teachers.

Person Responsible

Amy Miller (amy.miller@osceolaschools.net)

Identify appropriate, research-based intervention resources on individual student needs.

Person Responsible

Sharon Matthews (sharon.matthews@osceolaschools.net)

Utilizing classroom observation trend data, professional development will be created that utilizes effective instructional practices such as AVID, ESE, and ELL strategies and offered to teachers through Colleague Cafe.

Person Responsible

Nicole Grayek (nicole.grayek@osceolaschools.net)

The leadership team will monitor Tier 1 instruction by conducting weekly classroom walkthroughs and providing immediate actionable feedback to individual teachers.

Person Responsible

Nicole Grayek (nicole.grayek@osceolaschools.net)

For Tier 2 and 3 students, progress monitoring will occur monthly with data being reviewed by the MTSS committee and interventions adjusted as needed.

Person Responsible

Sharon Matthews (sharon.matthews@osceolaschools.net)

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

Person Responsible Sharon Matthews (sharon.matthews@osceolaschools.net)

The ESE support in the classroom will occur through the collaboration of RCS ensuring our students with disabilities (SWD subgroup) are supported in all courses by providing appropriate ESE instructional strategies and accommodations. Professional development will be provided for teachers that targets the implementation of these strategies and supports for students with disabilities.

Person Responsible Danisha Perez (danisha.perez@osceolaschools.net)

#5. 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.

Given the 2021-2022 school data finding that only 61% of students tested were proficient in science, 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 will increase from 61% to 66%

Monitoring:

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

Data from the Science NWEA Assessment in the fall, winter, and spring will be used to monitor student proficiency in grades 3-8.

Person responsible for monitoring outcome:

Nicole Grayek (nicole.grayek@osceolaschools.net)

Evidence-based Strategy:

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

1. Academic discourse through collaborative structures
2. Engagement in active hands-on learning experiences.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. When students discuss with each other their ideas, understanding, and ask questions, they can process new knowledge, engage in the topic, and are empowered to express their own thoughts and learning in a structured, safe learning environment.
2. Students who engage in active, hands-on learning experiences can investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities that increase the student's ability to remember their learning and make authentic connections to real-life.

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.

Utilizing classroom observation trend data, professional development will be created that utilizes effective instructional practices such as AVID, ESE, and ELL strategies and offered to teachers through Colleague Cafe.

Person Responsible

Nicole Grayek (nicole.grayek@osceolaschools.net)

The leadership team will monitor Tier 1 instruction by conducting weekly classroom walkthroughs and providing immediate actionable feedback to individual teachers.

Person Responsible

Nicole Grayek (nicole.grayek@osceolaschools.net)

Teachers will incorporate WICOR strategies (focusing on inquiry) into their instruction and other AVID strategies to support focused engagement for all subgroups.

Person Responsible

Sharon Matthews (sharon.matthews@osceolaschools.net)

Instructional coaches will provide supplemental learning opportunities to students identified as not proficient in science or who are identified as at risk for becoming not proficient in science based on a variety of formative and summative assessments.

Person Responsible

Nicole Grayek (nicole.grayek@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

According to NWEA data,

-36% of Kindergarten students were not on track to be on grade level by the end of the year (2021-2022).

-32% of 1st grade students were not on track to be on grade level by the end of the year (2021-2022).

-41% of 2nd grade students were not on track to be on grade level by the end of the year (2021-2022).

The data indicates that these students are below grade level, and hence unable to fully comprehend grade level text. If students are unable to understand grade level text it will affect their ability to comprehend more difficult material and that will carry on to the next grade level. During the 2021-2022, we used NWEA as a predictor of FSA performance, and even though, K-2 doesn't take any standardized testing it is critical that we intervene early.

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

According to the FSA,

-49% of 3rd grade students were not on track to be on grade level by the end of the year (2021-2022).

-40% of 4th grade students were not on track to be on grade level by the end of the year (2021-2022).

-44% of 5th grade students were not on track to be on grade level by the end of the year (2021-2022).

The data indicates that these students are below grade level, and hence unable to fully comprehend grade level text. If students are unable to understand grade level text it will affect their ability to comprehend more difficult material and that will carry on to the next grade level. The FSA is aligned to the Florida standards and it is used to make educational decisions among those, retention.

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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**

N/A

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 will engage 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. CCK8 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 is 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 schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. The school is in the process of establishing an infrastructure to support family engagement, and a decision-making SAC council. The school will reach 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 under-served 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, culturally competent, and management.

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

The stakeholders that are involved in promoting a positive culture and environment are, the administrators, instructional coaches, the dean, guidance counselors, teachers, staff, parents and community members.