

School District of Osceola County, FL

Chestnut Elementary School For Science And Engineering



2022-23 Schoolwide Improvement Plan

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Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

Demographics

Principal: Gary Bressler

Start Date for this Principal: 7/10/2022

| | |
|--|--|
| 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 (43%) 2018-19: B (54%) 2017-18: C (48%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

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 | 90% |

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Chestnut Elementary School is to create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life.

Provide the school's vision statement.

The Vision of Chestnut Elementary School is to provide a nurturing and collaborative learning environment to meet the needs of all students.

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 |
|--------------------|---------------------|--|
| Bressler, Gary | Principal | To be an instructional leader to the students and staff of the school. Continuously monitor the progress of students to ensure all needs are met in an improvement cycle. |
| Morales, Michelli | Assistant Principal | Leader of monitoring student learning, ensuring fidelity of all programs, and providing support to all staff and students as it relates to instructional needs. |
| Beaty, Heather | Reading Coach | Leads the school in the area of literacy professional development. Analyzes schoolwide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions. |
| Centeno, Maritza | School Counselor | Leads the school in assisting all students in the areas of academic achievement, life skills, and ensuring today's students become the productive, well-adjusted adults of tomorrow. |
| Maldonado, Melissa | Instructional Coach | The Restorative Coach will work to support the process by which students and adults develop skills to repair harm in relationships and build a stronger sense of community within the school. |
| Tafel, Janet | Math Coach | Leads the school in the area of math and science professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions. |
| Bobe, Vanessa | Other | The Testing Coordinator will be responsible for preparing and administering proficiency examinations or standardized tests. The Coordinator's role is also tasked with working with students during interventions. |
| Vazquez, Milbia | Staffing Specialist | Resource Compliance Specialist - Ensures compliance of ESE student's IEPs as well as monitors student progress and provides recommendations to the Leadership Team. |
| Figuroa, Yamila | Other | Oversees the scheduling and implementation of all Tiered interventions in grades PreK-5. |

Demographic Information

Principal start date

Sunday 7/10/2022, Gary Bressler

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

0

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

17

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

725

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

6

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 | 114 | 113 | 111 | 116 | 91 | 131 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 676 |
| Attendance below 90 percent | 44 | 39 | 32 | 26 | 32 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 199 |
| One or more suspensions | 2 | 2 | 6 | 2 | 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Course failure in ELA | 0 | 0 | 5 | 7 | 19 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in Math | 0 | 0 | 5 | 2 | 15 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 2 | 31 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 2 | 38 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 2 | 31 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

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 | 2 | 0 | 8 | 4 | 19 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |

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 | 7 | 10 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Wednesday 8/17/2022

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 20 | 7 | 10 | 5 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 5 | 12 | 34 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| Course failure in Math | 0 | 0 | 6 | 9 | 24 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 31 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 3 | 40 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 |
| 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 | 3 | 19 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 1 | 5 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 20 | 7 | 10 | 5 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 5 | 12 | 34 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| Course failure in Math | 0 | 0 | 6 | 9 | 24 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 31 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 3 | 40 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 3 | 19 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 1 | 5 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 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 | 44% | 48% | 56% | | | | 54% | 53% | 57% |
| ELA Learning Gains | 52% | | | | | | 50% | 56% | 58% |
| ELA Lowest 25th Percentile | 49% | | | | | | 57% | 51% | 53% |
| Math Achievement | 39% | 44% | 50% | | | | 61% | 55% | 63% |
| Math Learning Gains | 43% | | | | | | 59% | 59% | 62% |
| Math Lowest 25th Percentile | 43% | | | | | | 50% | 45% | 51% |
| Science Achievement | 34% | 46% | 59% | | | | 47% | 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 | 58% | 51% | 7% | 58% | 0% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 45% | 51% | -6% | 58% | -13% |
| Cohort Comparison | | -58% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 46% | 48% | -2% | 56% | -10% |
| Cohort Comparison | | -45% | | | | |

| 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 | 65% | 54% | 11% | 62% | 3% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 54% | 53% | 1% | 64% | -10% |
| Cohort Comparison | | -65% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 50% | 48% | 2% | 60% | -10% |
| Cohort Comparison | | -54% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 45% | 45% | 0% | 53% | -8% |
| 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 | 6 | 21 | 29 | 9 | 25 | 25 | | | | | |
| ELL | 29 | 47 | 41 | 25 | 33 | 40 | 19 | | | | |
| BLK | 49 | 55 | | 52 | 55 | 45 | 52 | | | | |
| HSP | 40 | 53 | 51 | 31 | 37 | 44 | 26 | | | | |
| WHT | 44 | 43 | | 52 | 36 | | | | | | |
| FRL | 40 | 52 | 50 | 32 | 38 | 49 | 27 | | | | |
| 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 | 11 | 23 | 23 | 11 | 13 | 15 | 14 | | | | |
| ELL | 30 | 35 | 42 | 23 | 19 | 27 | 21 | | | | |
| BLK | 40 | 47 | | 47 | 24 | | 18 | | | | |
| HSP | 40 | 34 | 28 | 30 | 14 | 18 | 29 | | | | |
| WHT | 54 | 67 | | 52 | 17 | | 50 | | | | |
| FRL | 36 | 38 | 41 | 30 | 13 | 21 | 24 | | | | |
| 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 | 27 | 43 | 50 | 38 | 51 | 52 | 26 | | | | |
| ELL | 38 | 47 | 60 | 52 | 59 | 52 | 32 | | | | |
| BLK | 55 | 48 | | 47 | 56 | 40 | 42 | | | | |
| HSP | 50 | 52 | 60 | 63 | 59 | 53 | 45 | | | | |
| WHT | 68 | 42 | | 68 | 58 | | 50 | | | | |
| FRL | 48 | 49 | 61 | 54 | 54 | 46 | 40 | | | | |

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 | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 60 |
| Total Points Earned for the Federal Index | 364 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

Subgroup Data

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 24 |
| 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 | 37 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 51 |
| 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 | 44 |
| 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 | 44 |
| 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 | 44 |
| 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?

Based on the progress monitoring and FSA data from 2021-2022, we saw marked improvements for all grade levels, subgroups, and core content area groups. Data shows that our FSA ELA/ELL Proficiency has trended downward (17-18 was 31.3%, 2021 was 30%, and 21-22 was 29.4%).

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

Based on our progress monitoring and 2022 state assessment data, our greatest need for improvement was in our overall learning gains, learning gains for our lowest 25%, as well as our math and science data.

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

During the 2021-2022 school year, the lingering effects of the pandemic still were present as evidenced by our baseline school data. Although there were significant gains in achievement, the FSA and school data reflected losses with our ELL subgroups. With a laser sharp focus on ELL interventions provided during core content and iii, including preview lessons provided by teachers and ELL paraprofessionals, our ELL population's data will improve for the 2022-2023 school year.

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

In the 2022 state assessments, we show improvement in all content areas. However, our Math learning gains increases 27% coming from 16% to 43%.

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

The contributing factors to this improvement was that the teachers were working on doing interventions within their classrooms during their intervention time. They were providing targeted

intervention to their tier 2 and tier 3 students the best they could. In addition, the teachers were also providing interventions and tutorings during the extended learning time (before and after school).

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

MTSS interventions will be crucial to accelerating learning this school year, along with teacher specific coaching opportunities. We will need to immediately address our student deficiencies and work to grow our teachers to increase student achievement.

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.

The leadership team will be tiering teachers to develop coaching plans to meet their individual needs. We will also be working alongside teachers to identify the needs of the students in ELA, Math and Science to develop an intervention plan, and plan and utilize the appropriate resources to meet the students' needs. In addition, we have employed two teacher mentors that will be providing weekly support to identified teachers in need of support via modeling and side by side coaching.

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

Along with academic interventions, we will be providing tiered behavior support. This year, we allocated a restorative coach position that will provide behavioral interventions and life skill support to students who we identified as "struggling". The restorative coach will also provide coaching to teachers and support to ensure that the students needs are met, academically and socially. The restorative coach will also work alongside our school counselor to deliver life skill interventions to help ourstruggling students be successful in the classroom. Teachers will also be utilizing an MTSS referral form to recommend students for MTSS support. The referral form breaks down the tier 1, tier 2, and tier 3 supports, and it helps the team determine the specific needs of the individual student.

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: If all members of our Faculty on each PL team work collaboratively to plan engaging lessons using best practices and high yield strategies, develop common formative assessments to monitor student learning and use the results to identify the students in need of additional support and extension, then student achievement will increase.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Increase the percentage of PLCs at stage 5 by 50%.

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

Monitoring: 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.

Describe how this Area of Focus will be monitored for the desired outcome. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.

3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus

Person responsible for monitoring outcome: Gary Bressler (gary.bressler@osceolaschools.net)

Evidence-based Strategy: The three big ideas of a PLC:

Describe the evidence-based strategy being implemented for this Area of Focus. 1) Ensure that all students learn at high levels

2) Helping all students learn at high levels requires a collaborative and collective effort

3) Focus on results (evidence of learning) to ensure learning for all students is taking place

Rationale for Evidence-based 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.

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

PLC teams will develop and honor Collective Commitments (NORMS) in order to enhance the effectiveness of their team.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

Each PLC will identify and work interpedently to achieve one or more SMART goals that align with our school goals.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

PLC teams will meet four times a month during early release and will dedicate this time focusing on higher levels of learning for all students by addressing the 4 questions that drive the work of a PLC.

Person Responsible Yamila Figueroa (yamille.figueroa@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 Yamila Figueroa (yamille.figueroa@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 Yamila Figueroa (yamille.figueroa@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 Gary Bressler (gary.bressler@osceolaschools.net)

Each grade level team will have a leadership team member to monitor and assist in the process.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

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

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

#2. 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 2021-2022 ELA Florida Standards Assessment, the learning gains for our ESE (Exceptional Student Education) population was 21%. Our goal is to increase the ESE/ELA learning gains to 31%.

Based on 2021-2022 ELA Florida Standards Assessment, the ELA Proficiency will increase from 44% to 65%.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Our goal is to increase proficiency in ELA to 65%.

Monitoring:

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

The Florida Assessment of Student Thinking (FAST) will be used to monitor ELA student progress in the beginning, middle, and end of the year.

Person responsible for monitoring outcome:

Gary Bressler (gary.bressler@osceolaschools.net)

Evidence-based**Strategy:**

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

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

First Grade Open Court implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate, accuracy, and vocabulary and language development.

Person Responsible Heather Beaty (heather.beaty@osceolaschools.net)

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

Person Responsible Heather Beaty (heather.beaty@osceolaschools.net)

Administration will offer additional interventional time to support struggling students.

Person Responsible Gary Bressler (gary.bressler@osceolaschools.net)

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

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

RISE reading for all Tier 2 students.

Pre-teaching strategies for T2.

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

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

Person Responsible Yamila Figueroa (yamille.figueroa@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 Milbia Vazquez (milbia.vazquez@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.

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

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.

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

Person Responsible Heather Beaty (heather.beaty@osceolaschools.net)

#3. 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 39% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring high levels of mathematic achievement for all students.
 Based on 2021-2022 Math Florida Standards Assessment, the Math Proficiency will increase from 39% to 53%.

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

Math proficiency will increase to 53%.

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

- 1.Administration, leadership team, and Math Coach will monitor the collaborative grade level teams to ensure weekly PLC meetings are being productive and held with fidelity, to increase the efficacy of each team.
- 2.Administration, leadership team and Math Coach will monitor the path to the desired outcome through using the results of the F.A.S.T. beginning, middle and end of the year assessments as well as the predictive outcomes as reported from the Dreambox Learning Math Program.
- 3.School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Michelli Morales (michelli.moralesreyes@osceolaschools.net)

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

The analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments adjusts instruction procedures for significant learning gains for all students, including those with disabilities. Research also indicates that instructional coaching, the MTSS model, small group instruction within the core math block 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

Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meets the diverse needs of individual students. Also, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003). Reeves (2010). Dufour, et. al. (2010).

**resources/criteria
used for selecting
this strategy.**

Action Steps to Implement

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

Teachers will acquire and analyze achievement data from district-provided and state assessments during weekly common PLC meetings.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

Teachers will use formative and summative assessment data to guide instructional practices for Tier 1 instruction, differentiated instruction, small group instruction and intervention instruction (including extension lessons).

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will guide students in applying mathematical practices to include procedural fluency to problem solve using multiple strategies, monitor learning and self-reflect.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers and the MTSS Team will analyze student assessment data to identify students who are not proficient in mathematics and are at-risk of becoming nonproficient in mathematics, as well as those students who are in need of opportunities to extend their proficiency above grade-level.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

The Math Coach will provide learning opportunities for teachers for implementing effective Math instruction practices, how to access and implement curriculum, build an effective Math block, use Dreambox Learning and effective planning meetings.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will provide opportunities for students to be engaged in high quality, standard-based instruction which utilizes high quality questioning, discourse, inquiry and appropriate pacing.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

The Math coach will work closely with teachers who are in need of support to implement effective Mathematical teaching practices. A plan of coaching these teachers will include the Math Coach observing, consulting, modelling, co-teaching and monitoring.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Para-professionals will be assisting teachers during Tier 2 & Tier 3 targeted instruction to students who are in need of the extra support.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

Teachers will use formative assessment data to monitor student learning and provide feedback.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science education cultivates students' scientific habits of mind, develops their capacity to engage in scientific inquiry and teaches students how to reason scientific context. Science allows students to explore their worlds and discover new things. It is also an interactive subject containing inquiry opportunities through hands-on investigations and experiments. This makes science well-suited for all learners. Science is a foundational part of education for all children
 Based on 2021-2022 FSSA, the Science Proficiency will increase from 33% to 44%.

Measurable**Outcome:**

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

In 2021-2022, science achievement among the 5th graders assessed, was 33%. This year, Science proficiency will increase to 44%.

Monitoring:

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

1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction.
2. Formative assessments as well as district administered progress monitoring assessments (NWEA, and mock Science BOY/EOY) will be used to measure beginning, middle and end of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs.
3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Janet Tafel (janet.tafel@osceolaschools.net)

Evidence-based Strategy:

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

The science curriculum must be made relevant to students by framing lessons in contexts that give factual meaning, teach concepts that are relevant to students' lives and provide opportunities for complex problem solving.

Rationale for Evidence-based Strategy:

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

Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying on lecture and the textbook (Lynch & Zenchak, 2002).

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 in grades K-5 will be accountable for teaching science with fidelity during their scheduled Science block.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will provide effective science instruction through use of AVID strategies, hands-on inquiry learning, interactive notebooks and scientific practices.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will participate in weekly PLC meetings to analyze formative and summative assessments to monitor student learning and adjust instruction to accommodate student needs.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

The Math Coach will monitor science instruction and apply coaching strategies for teachers in need of support.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Students will be provided with a “question of the day” to engage in review, access learning and/or reflect of previous science experiences/learning.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will provide opportunities for students to be engaged in and review standards taught in previous grade levels (3-4), aka Fair Game Standards.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will participate in Professional Development that teaches and reinforces AVID strategies, effective science teaching and planning.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Students will have the opportunity to expand their science exposure outside the Science Block with lessons taught through STEM. (STEM Block, STEM days, Stallion Garden)

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

#5. Positive Culture and Environment specifically relating to PBIS**Area of Focus**

Description and Rationale: Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 60% 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 monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop interventions as required.

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

Maritza Centeno (maritza.centeno@osceolaschools.net)

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

Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.

Rationale for**Evidence-based****Strategy:****Explain the****rationale for****selecting this****specific****strategy.**

A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

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

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

Teacher will plan to build an environment of belonging.

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

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

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

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

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

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

Person Responsible Maritza Centeno (maritza.centeno@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 Maritza Centeno (maritza.centeno@osceolaschools.net)

Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

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

Person Responsible Maritza Centeno (maritza.centeno@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 Maritza Centeno (maritza.centeno@osceolaschools.net)

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

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

#6. Positive Culture and Environment specifically relating to AVID and College Readiness

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

CNES is committed to providing rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness. We believe we can achieve this by embedding AVID strategies into all content areas with fidelity.

Our current ELA data shows that our overall reading proficiency is 44%. Our proficiency of our LQ is 49% and ESE proficiency at 29%. This data shows that we are meeting the needs of some students, however, this does not meet the expectation for ALL of our students to be college and career ready.

Our current mathematics data shows that our overall mathematics proficiency is 39% with our LQ at 43% and ESE students at 29%. This does not meet our expectation for ALL of our students to be college and career ready.

Our current science data shows that our overall science proficiency is 33% with our LQ at 39% and ESE students at 27%. This does not meet our expectation for ALL of our students to be college and career ready.

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

Students' academic performance will increase in all areas preparing them for college and career readiness.

In reading, we intend to increase overall student proficiency in reading to 63%, ELL's to 44%, and our ESE students to 34%.

In math, we intend to increase overall student proficiency in mathematics to 53%, ELL to 45%, and our ESE students 34%.

In science, we intend to increase overall student proficiency in mathematics to 44%, ELL to 44%, and our ESE students 32%.

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

The Florida Assessment of Student Thinking (FAST) will be used to monitor ELA student progress in the beginning, middle, and end of the year.

Person responsible for monitoring outcome:

Karen Avila (karen.avila@osceolaschools.net)

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

AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.

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.**

The WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. Surveys indicate that they seek college educated employees who have strong interpersonal skills, communicate well, and have the ability to develop creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for rigorous fields of study, using writing as a powerful thinking and communication tool, and fostering collaboration among students, teachers, and other professionals within higher education and the "real" world of working and living.

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.

AVID as a school-wide framework will support our initiatives in ELA, Mathematics, and Science. We will create an AVID site team with representatives from each grade level, which will meet every 3rd Wednesday at 2:40 pm. During this meeting, the team will plan and develop PD and activities for our school-wide AVID PLC held once a month. These PD's will focus on WICOR and strategies to increase rigor. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will increase the use of WICOR strategies in the classroom with support from our AVID Coordinator, Ms. Avila. Teachers will Utilize WICOR checklist as provided by the AVID Coordinator to help with their planning. The AVID PLC will be led by an AVID site team with representatives from across the school.

Person Responsible Karen Avila (karen.avila@osceolaschools.net)

The school will host family involvement nights where teachers model the implementation of AVID in their classrooms with an emphasis on WICOR. Grade levels will take turns showcasing their classrooms at these parent nights. There will be one involvement parent night per semester.

Person Responsible Karen Avila (karen.avila@osceolaschools.net)

Administration will conduct weekly walkthroughs to monitor the implementation of AVID and WICOR strategies in all classrooms. Therefore, ensuring that PD goes to practice.

Person Responsible Michelli Morales (michelli.moralesreyes@osceolaschools.net)

Newly trained teachers and teachers with no prior training in AVID will receive support from the AVID site team. Ms. Avila will model WICOR and AVID strategies to newly trained teacher and teacher with no prior training in AVID. In addition, Mrs. Pope will conduct an AVID for newbies on November.

Person Responsible Karen Avila (karen.avila@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 '22 Spring NSGRA scores, 64% of our students in grades K-2 are reading below grade level. Intensive direct phonics instruction using the Early Interventions in Reading curriculum and FCRR multisensory resources during their interventions in conjunction with the Open Court lessons during Tier 1 instruction is necessary to strengthen these students' foundational reading skills and help them become fluent readers prepared for the rigor of the intermediate grades. Students will also be invited to attend tutoring before or after school.

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

Given the 2021-2022 school data finding that only 48% students were proficient in ELA. Productive actions are necessary to accomplish the goal of ensuring higher levels of literacy achievement for all students.

Based on the '22 ELA FSA scores, 56% of our 3rd graders and 52% of our fourth graders performed below grade level proficiency expectations. Approximately 17% of these students are reading two or more years below grade level. These students will benefit from intensive phonics instruction using the research-based Corrective Reading Decoding curriculum resources to help them become fluent readers, thus freeing up their brains to focus fully on comprehension. The other students who are one year or less below grade level on the NSGRA will receive RISE accelerated small group instruction to help improve their overall reading skills and increase achievement levels.

Students will also be given the opportunity to receive tutoring before or after school from Reading Endorsed teachers.

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)

By the end of the academic school year 2022-2023, ELA proficiency will increase to 50% in all groups. By the end of the academic 2022-2023 school year, ELA proficiency based on the NSGRA will increase to 50% or more in all primary grades (Spring '22 NSGRA proficiency percentages were 24% for kindergarten, 52% for first grade, and 33% for second grade).

Grades 3-5: Measureable Outcome(s)

By the end of the academic school year 2022-2023, ELA proficiency will increase to 50% in all groups. By the end of the academic 2022-2023 school year, ELA proficiency will increase to 50% or more in 3rd-5th grade based on the FAST assessments ('22 FSA ELA proficiency percentages were 44% in 3rd and 48% in fourth).

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 MTSS team will monitor student progress in the areas of focus using MapFluency and common standards-based assessments monthly, and STAR Reading and FAST assessments three times during the year to measure learning growth and make changes to intervention plans accordingly. Administration, leadership team, and Literacy Coach will monitor the collaborative teams to ensure time is being use effectively and to evaluate the level of each PLC weekly. School Stocktake model will take place every month and the Literacy Coach will report progress to the Principal on the areas of focus. Leadership team will use a walkthrough data nad formative assessments to make decisions and monitor student learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Beaty, Heather, heather.beaty@osceolaschools.net

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Studies shows that analysis of students assessment data serve 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 MTTs model and differentiating appropriately has a great effect on student achievement.

The phonics instruction we will be providing in our areas of focus has a Visible Learning effect size of .70 (strong). Students will also be receiving direct instruction (Visible Learning .60) in all grade levels and small group learning with the RISE program (Visible Learning .47) which are both promising ratings and are aligned with both the district's K-12 Reading Plan and the B.E.S.T. ELA standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Research illustrate 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)

Direct phonics instruction is supported by Visible Learning research to have a strong potential to considerably accelerate student achievement. In addition, small group learning with the RISE accelerated intervention program is supported by Visible Learning research as having promising potential to accelerate student achievement in all areas of reading.

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 |
|--|--|
| Students performing below grade level in reading will be identified through the MTSS process and assigned a research based intervention. | Beaty, Heather, heather.beaty@osceolaschools.net |
| Target students will be invited to participate in extended learning opportunities before or after school. | Beaty, Heather, heather.beaty@osceolaschools.net |
| Interventionists will receive training on the different intervention programs to ensure efficacy. | Beaty, Heather, heather.beaty@osceolaschools.net |
| A RISE group will be formed with tutors, instructional coaches, and paraprofessionals and interventions will begin. | Figueroa, Yamila, yamille.figueroa@osceolaschools.net |
| Students within the area of focus group will be monitored monthly by the MTSS team for progress towards reading achievement goals. | Figueroa, Yamila, yamille.figueroa@osceolaschools.net |

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Chestnut Elementary is a Positive Behavioral Interventions and Support school. We have a school wide program called SWAG - Safe, Working Hard, Acting Responsibly, and Giving Respect. We encourage and promote our students to follow our SWAG throughout the school day. Students can earn Chestnut SWAG bucks for showing their SWAG expectations to earn prizes and access to special events. We also have a support team including the Principal, Assistant Principal, School Social Worker, and Social Guidance

Counselor who work with students using problem solving techniques to try to teach appropriate behavior when students are making poor choices.

Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

2021-2022 Panorama Survey showed a 60% of students answered favorably about school belonging. In 2022-2023 this question will be increased by 10%.

1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school.

2. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop interventions as required.

Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.

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).

Action Steps

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

Teacher will plan to build an environment of belonging.

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

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

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

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

Teachers will facilitate peer learning and teaching - collaborative learning.

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

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.

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

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

There are different stakeholders in promoting a positive school culture and environment and they include:
Principal: oversees the culture and climate of the school.

Assistant Principal: Helps the Principal oversees the culture and climate of the school.

PBIS Coordinator: Facilitates the PBIS rewards and activities, support teachers and staff within the school in implementing PBIS.

School Counselor: Work with students as a support when they are struggling

School Social Worker: Support students and families who may need additional support and help.

Teacher: Implement and use PBIS as means to motivate and teach behavior

Students: Follow SWAG to earn SWAG bucks.

Staff: Reward students with SWAG bucks when they see students who are following the expectations.

Parents: Partner with the school and support their child from home.