

School District of Osceola County, FL

Deerwood Elementary School



2022-23 Schoolwide Improvement Plan

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Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Millie Torres

Start Date for this Principal: 8/8/2022

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 (49%) 2018-19: C (47%) 2017-18: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">92%</p>

School Grades History

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

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SIP Authority

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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 Deerwood Family is committed to working collaboratively to meet the needs of each individual child.

Provide the school's vision statement.

To provide a collaborative community that cultivates and empowers future leaders 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
Confesor, Audie	Principal	<p>To achieve results on the school's student learning goals</p> <p>To ensure that student learning is their top priority through leadership actions that build and support a learning organization focused on student success</p> <p>To work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>To recruit, retain and develop an effective and diverse faculty and staff.</p> <p>To structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</p> <p>To employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p> <p>To actively cultivate, support, and develop other leaders within the organization.</p> <p>To manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>To practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</p> <p>To demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</p>
Centeno, Jacqueline	Assistant Principal	<p>To assist to achieve results on the school's student learning goals</p> <p>To assist and ensure that student learning is their top priority through leadership actions that build and support a learning organization focused on student success</p> <p>To work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>To recruit, retain and develop an effective and diverse faculty and staff.</p> <p>To structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</p> <p>To employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p> <p>To actively cultivate, support, and develop other leaders within the organization.</p> <p>To manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>To practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</p> <p>To demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</p>

Name	Position Title	Job Duties and Responsibilities
Johnson, Shannan	Instructional Coach	MTSS Coordinator Academic and Behavioral Intervention Coordinator and Support Monitor and act upon student attendance Monitor and report student data PLC Facilitator
Fuller, Courtney	Math Coach	Planning monitoring, support, and implementation Classroom walk throughs with teacher feedback Data analysis Material and resources monitoring and support Assist with Math/Science Professional Learning Communities
Taveras, Lilys	Reading Coach	ELA Curriculum and Instructional Support Structured and Individual Professional Development Sessions Strengthen Tier 1 Instruction for guided and close reading Routinely conduct Coaching Cycles Model Lessons for teachers in need of support Identify future leaders and grow future literacy coaches to fill the coaching pool
Medrano, Aubrey	Other	Testing Coordinator Organize schedules for FAST Testing and District Platform Assessments Responsible for working with MTSS Coach to utilize data to develop academic intervention groups Communicate with community regarding testing dates Positive Behavioral Intervention Support Coordinator
Rozpedowski, Ewa	Staffing Specialist	Coordinate educational placement and appropriate services for students with disabilities LEA representative at Individual Education Plan (IEP) meetings Implementation of IDEA Federal and State regulations Support in curriculum and instruction Behavioral supports
Gabriel, Stacey	Other	Teach 5th Grade Math/Science Collaborate with Math/Science Coach to help with coaching cycle Work with new teachers and serve as a mentor Model Lessons
Casavecchia, Caitlin	Other	Teach 5th Grade ELA Collaborate with Literacy Coach to help with the coaching cycle Work with new teachers and serve as a mentor Model Lessons

Demographic Information

Principal start date

Monday 8/8/2022, Millie Torres

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.*

2

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.*

12

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

494

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

7

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

9

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	71	69	72	90	82	85	0	0	0	0	0	0	0	469
Attendance below 90 percent	0	51	50	47	45	61	0	0	0	0	0	0	0	254
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	4	1	1	5	0	0	0	0	0	0	0	11
Course failure in Math	0	0	3	3	4	3	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	20	25	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	18	30	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	36	50	57	48	50	0	0	0	0	0	0	0	241

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	36	50	47	16	20	0	0	0	0	0	0	0	169

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

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

Thursday 9/8/2022

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	57	66	80	76	82	83	0	0	0	0	0	0	0	444
Attendance below 90 percent	24	25	22	24	24	24	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	13	18	5	0	0	0	0	0	0	0	39
Course failure in Math	0	0	3	14	13	7	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	17	34	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	24	40	0	0	0	0	0	0	0	66
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	3	9	14	14	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	3	4	6	4	0	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	57	66	80	76	82	83	0	0	0	0	0	0	0	444
Attendance below 90 percent	24	25	22	24	24	24	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	13	18	5	0	0	0	0	0	0	0	39
Course failure in Math	0	0	3	14	13	7	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	17	34	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	24	40	0	0	0	0	0	0	0	66
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	3	9	14	14	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	3	4	6	4	0	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	

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	43%	48%	56%				46%	53%	57%
ELA Learning Gains	59%						62%	56%	58%
ELA Lowest 25th Percentile	57%						61%	51%	53%
Math Achievement	41%	44%	50%				49%	55%	63%
Math Learning Gains	52%						51%	59%	62%
Math Lowest 25th Percentile	51%						24%	45%	51%
Science Achievement	37%	46%	59%				37%	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	36%	51%	-15%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	40%	51%	-11%	58%	-18%
Cohort Comparison		-36%				
05	2022					
	2019	44%	48%	-4%	56%	-12%
Cohort Comparison		-40%				

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	51%	54%	-3%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	35%	53%	-18%	64%	-29%
Cohort Comparison		-51%				
05	2022					
	2019	44%	48%	-4%	60%	-16%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	45%	-11%	53%	-19%
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	20	40	56	20	27	23	13				
ELL	32	48	31	31	49	43	12				
BLK	45	57		38	58		32				
HSP	43	58	55	41	48	54	37				
WHT	33			47							
FRL	43	61	57	42	56	54	32				
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	10	8	7	18	33	5				
ELL	22	19	9	23	22	25	20				
BLK	37	40		34	20		20				
HSP	35	21	8	30	22	29	28				
WHT	26			20							
FRL	31	24	14	30	18	13	23				
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	29	46	56	29	36	17	27				
ELL	39	53	63	40	44	28	39				
BLK	39	63	64	55	54		27				
HSP	44	59	60	44	46	24	35				
WHT	61	69		59	58						
FRL	41	60	60	46	50	29	31				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
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	46
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	49
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

There is a trend that SWD students are not demonstrating proficiency or sufficient growth. This subgroup only averaged at 22% once all seven categories were added and divided. We also discovered that our students are making higher gains in ELA than in Math. Our final trend is that Science Proficiency is still significantly below 50%.

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

Science Proficiency shows a need for improvement with only 37% of our 5th Graders scoring at a Level 3 or Higher. In addition, lowest quartile gains in math demonstrate a need for improvement. Deerwood had 51% of the Lowest Quartile Students make Learning Gains.

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

There was a high percentage of unfinished learners entering 5th grade. These students were not proficient in reading and therefore did not demonstrate proficiency in science. Continued Tier 1 instruction to improve reading proficiency with continued quality science instruction to ensure mastery of the standards is needed to improve science proficiency. New actions to improve math lowest quartile gains include targeting gaps in foundational skills that lead to mastery of the standards.

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

Deerwood Elementary showed improvements in Reading, Math, and Science Proficiency. In addition, Deerwood showed improvements in ELA Gains and Math Gains. Finally, improvement was shown in Lowest Quartile gains for ELA and Math. In total, Deerwood showed significant growth in all seven categories that were factored into the school grade.

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

Teachers were strategically placed into their grade levels. There was continued support by the academic coaches on the lead team. An extra hour of Professional Learning Communities was provided on Wednesdays. The teachers used this time to discuss data, teaching strategies, and to have vertical meetings with other grade levels. Interventions started the second week of school and student placement remained fluid throughout the year. Fifth graders also actively participated in Houses of Science which helped with testing strategies and exposed the students to fair game standards that they would possibly encounter on the Science FSA Assessment.

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

After school tutoring will begin soon, targeting bubble students in both reading and math. Strategic placement of teachers was utilized. Several teachers looped with students. Coaching cycles will be implemented. Strategic interventions will also be implemented.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development opportunities will be provided in the areas of strengthening PLC's, student tracking and goal setting, BEST Standards, Data Analysis, Benchmark Curriculum, the new math curriculum.

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

We will ensure sustainability by utilizing our teacher leaders to grow other teachers to mentor and model high yield strategies and eventually become model classrooms.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Deerwood Elementary School

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

Schools need to promote positive behaviors and combat negative behaviors as a cohesive unit. Creating a positive culture where students are treated equitably while also receiving coaching on time management, study skills, prioritizing tasks, social skills, and character development. We all want to be part of creating an environment where others are happy to work; where parents are happy to send their kids; and most important, where kids feel safe, empowered, and want to learn. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

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

2021-2022 Panorama Survey showed a 61% of students answered favorably about school belonging. In 2022-2023 this question will be increased by 8%.

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.
3. To ensure validity of the survey, the school counselor will administer the Panorama survey in the same method of presentation in both the fall and spring administration.

Person responsible for monitoring outcome:

Aubrey Medrano (aubrey.medrano@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. Describe the resources/criteria used for selecting this strategy.

Rather than ignoring the negative to focus on the positive, collective efficacy places the focus on educators, school leaders, and communities working together to solve problems. (Branching Minds)
 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 to Implement

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

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

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

2. Teachers will plan to build an environment of belonging, while increasing student input and voice through collaboration during their PLC planning time.

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

3. 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

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

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

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

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

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

6. 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 Aubrey Medrano (aubrey.medrano@osceolaschools.net)

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

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

8. Monitor referral and Out of School Suspension data and discuss with PBIS Committee. Compare to 2021-2022 data.

Person Responsible Aubrey Medrano (aubrey.medrano@osceolaschools.net)

#2. 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.

The data for Deerwood Elementary for the 2021-2022 School Year is as follows:
 ELA Proficiency-42%
 Math Proficiency-40%
 Science-36%
 Collaborative PLC's that analyze and act upon data will lead to improved student achievement, resulting in increased proficiency in each academic area.

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

ELA Proficiency will improve by 8% to reach an overall proficiency of 50% or higher.
 Math Proficiency will improve by 10% to reach an overall proficiency of 50% or higher.
 Science Proficiency will improve by 14% to reach an overall proficiency of 50% or higher.

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

1. Wednesday PLC's will take place in the Media Center with all leadership team members present to support each grade level PLC in data analysis and planning.
2. Academic Coaches will push into grade level planning to ensure that meaningful and intentional planning that is data driven is occurring.
3. PLC Leads will meet twice a month with the Leadership Team to obtain needed support.
4. Vertical PLC's will meet once per month for collaboration between grade levels.

Person responsible for monitoring outcome:

Shannan Johnson (shannan.johnson@osceolaschools.net)

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

Dufour, et. all (2016) define a PLC 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."

Rationale for Evidence-based Strategy:

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

The rationale for this strategy is that when teams work collaboratively, student achievement improves.

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

1. PLC's leads will attend a beginning of the year meeting with the Leadership Team to create collective goals.

Person Responsible

Shannan Johnson (shannan.johnson@osceolaschools.net)

2. PLC's will meet during pre-planning to create roles and collective commitments. Teams will also determine grade level policies regarding critical areas.

Person Responsible

Shannan Johnson (shannan.johnson@osceolaschools.net)

3. PLC's will determine meeting dates in addition to Wednesday PLC's. PLC's leads will gather the names of members who will stay for extended PLC.

Person Responsible [no one identified]

4. PLC's will use baseline data to determine instructional priorities.

Person Responsible Shannan Johnson (shannan.johnson@osceolaschools.net)

5. PLC's will meet once per week on Wednesday afternoons and one additional time per week during grade level planning time.

Person Responsible Shannan Johnson (shannan.johnson@osceolaschools.net)

6. Academic Coaches will push in to grade level PLC's to ensure that data is being acted upon in an intentional manner.

Person Responsible Shannan Johnson (shannan.johnson@osceolaschools.net)

7. Coaches will mentor grade levels/PLC's that are struggling.

Person Responsible Shannan Johnson (shannan.johnson@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.

The data for Deerwood Elementary for the 2021-2022 School Year is as follows:
 ELA Proficiency-42%

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

ELA Proficiency will improve by 15% to reach an overall proficiency of 57% or higher.

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

- 1- ELA Instructional Coach will monitor content alignment, implementation of ELA Expectations, implementation of B.E.S.T standard task alignment and provide the necessary support.
- 2- Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.
- 3- School PLC teams will meet weekly for assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team.
- 4- School City will be used by each PLC team for assessing, analyzing data, reflecting and revising plans on course progression of individual student's needs.

Person responsible for monitoring outcome:

Lilys Taveras (lilys.taveras@osceolaschools.net)

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

Research illustrates a correlation between student's 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)

**implemented
for this Area
of Focus.**

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

Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations. According to "Taking Action: Handbook for RTI at Work", "to learn at high levels, students must have access to grade-level curriculum each year." (Buffum, Mattos, Malone, 2018) School wide literacy is essential to and directly correlates to student achievement. A strong foundation in reading will help students achieve across subject areas. The ability to read, write, think and solve critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.

Action Steps to Implement

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

- 1- Tier 1 instruction will be strengthened through the implementation of complex texts, standard task aligned rigorous tasks, and collaborative teaming.
- 2- Professional development will be conducted throughout the year to build shared knowledge of rigorous tasks that are aligned to the B.E.S.T standards, complex texts, and scaffolds.
- 3- Teachers will deliberately plan for implementation of standard task aligned rigorous tasks, complex texts, scaffolds and collaborative teaming.
- 4- New teachers will engage in professional development in Open Court and Benchmark curriculum.
- 5- Pre-teaching will be used to build vocabulary and ensure academic success for our ELL subgroups.
- 6- SWD will receive grade level instruction, scaffolded to meet their needs and will be supported by the VE teacher when applicable.
- 7- Based on data collected teachers who need additional support will be provided with model lessons, coaching cycles and additional support.

**Person
Responsible** Lilys Taveras (lilys.taveras@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 40% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.

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

Mathematics proficiency will increase by 13%, demonstrating at least 53% of students are proficient in grade level benchmarks.

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

1. Administration, and Math Instructional Coach will monitor and provide necessary supports to grade level Professional Learning Communities to ensure effective use of time, impactful PLC practices, and growing content and pedagogical knowledge.
2. Administrative team will monitor the content alignment, student release, implementation of instructional strategies through the lens of the Mathematical Thinking and Reasoning Standards as appropriate for each grade level’s benchmark using the NEST Tool.
3. Math Instructional coach will monitor content alignment, student release, and implementation of strategies through the lens of the Mathematical Thinking and Reasoning Standards as appropriate for each grade level’s benchmark to drive coaching plan using the NTCE Coaching Model.
4. School Stocktake Model will take place monthly for the Math Instructional Coach to report progress on qualitative data from classrooms, coaching cycle progress, and student achievement data from Common Assessments.

Person responsible for monitoring outcome:

Courtney Fuller (coutney.fuller@osceolaschools.net)

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

Quality implementation of Mathematical Thinking and Reasoning Standards will allow students to engage with mathematics in a way that will promote deeper learning and understanding of mathematics concepts.

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.

“Mathematical Thinking and Reasoning Standards (MTRs) are standards which should be used as a lens when planning for student learning and instruction of the B.E.S.T. Standards for Mathematics.” (FLDOE, Best Instructional Guide for Mathematics). MTRs are meant to be embedded as teacher instructional strategies and student actions in mathematics learning in order to promote engagement, perseverance, collaboration, reasonableness, and fluency. Furthermore, the MTRs promote connections between concrete, representational, and abstract mathematics as well as connections between previously learned skills, current skills, and forthcoming skills.

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.

Strengthening Tier 1 Mathematics pedagogy through the supportive implementation of Mathematical Thinking and Reasoning Standards:

1. Teachers will engage in professional development on Mathematical Reasoning Standards, Math Block Structure to embed MTRs, and alignment to Curriculum Unit Plans.
2. Teachers will intentionally plan for implementation of B.E.S.T. Standard aligned tasks through the lens of the MTRs with Math Instructional Coach support as needed to show mastery of professional development targets.
3. Based on implementation of lessons, and data collected, teachers that need additional support will be provided coaching cycles to meet diagnosed needs from Math Instructional Coach or Mentor.
 - Teacher progress of implementation of 1-3 will be tracked on a action board for alignment of progress.

Person Responsible Courtney Fuller (coutney.fuller@osceolaschools.net)

Mathematics teachers will implement number talks to highlight MTR3.1 to increase procedural fluency. Teachers will engage in professional development on facilitating various Math Talks (Number Talks) to highlight a classroom routine that highlights MTR.3.1 and reduces the cognitive load of procedural fluency when students are engaging in cognitively complex tasks.

5. Teachers will intentionally plan for implementation of Math Talks (Number Talks) with Math Instructional Coach support as needed to show mastery of professional development targets.
6. Based on implementation of Math Talks from qualitative data collected, teachers that need additional support will be provided coaching cycles to meet diagnosed needs from Math Instructional Coach or Mentor.
 - Teacher progress of implementation of 4-6 will be tracked on an action board for alignment of progress.

Person Responsible Courtney Fuller (coutney.fuller@osceolaschools.net)

Mathematics teachers will implement vertically aligned tiered interventions to facilitate students' growth toward proficiency.

7. Teachers will engage in professional development on vertical alignment to provide tiered interventions as a pathway to access a tier 1 task.
8. Teachers will use vertically aligned benchmarks in the Best Instructional Guide and Hand 2 Mind

Curriculum Kits to provide Tier 2 and Tier 3 interventions using Juli Dixon's Task, Question, Evidence model.

9. Based on implementation of tiered mathematics interventions from qualitative data collected, teachers that need additional support will be provided coaching cycles to meet diagnosed needs from Math Instructional Coach or Mentor.

- Teacher progress of implementation of 7-9 will be tracked on an action board for alignment of progress.

Person Responsible Courtney Fuller (courtney.fuller@osceolaschools.net)

10. Math PLCs will administer, analyze, and act upon common formative assessments in order to ensure student mastery of grade level Priority Benchmarks.

Person Responsible Courtney Fuller (courtney.fuller@osceolaschools.net)

11. Math Instructional Coach will host weekly community engagement events to engage families in the B.E.S.T. Standards and provide a lens into instruction in classrooms. Each grade level will have 2 events, one grade level per week, for 12 weeks.

Person Responsible Courtney Fuller (courtney.fuller@osceolaschools.net)

12. Math Instructional Coach and Mentor will develop a video database of Collaborative Focus Strategies to be highlighted during PLCs and Coaching Cycles.

Person Responsible Courtney Fuller (courtney.fuller@osceolaschools.net)

13. Classroom implementation of Collaborative Focus Strategies will be evident based on growth collected with the NEST Tool, and Math Instructional Coach qualitative data.

Person Responsible Courtney Fuller (courtney.fuller@osceolaschools.net)

14. Math Instructional Coach and Mentor will develop a video data base of technology integration tools from the district approved list (3 per quarter) to be highlighted during PLCs and Coaching Cycles.

Person Responsible Courtney Fuller (courtney.fuller@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.

Student achievement in science will increase when students engage in active learning experiences, (i.e. experiments and investigations), collaborate with accountability throughout their learning, engage in complex text about scientific concepts to build academic scientific vocabulary, and write about scientific findings.

Measurable Outcome:

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

Science proficiency will increase by 19%, demonstrating at least 56% of students are proficient in grade level benchmarks.

Monitoring:

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

1. Administration, and Science Instructional Coach will monitor and provide necessary supports to grade level Professional Learning Communities to ensure effective use of time, impactful PLC practices, and growing content and pedagogical knowledge.
2. Administrative team will monitor the content alignment, student release, implementation of instructional strategies as appropriate for each grade level's benchmark using the NEST Tool.
3. Science Instructional coach will monitor content alignment, student release, and implementation of strategies as appropriate for each grade level's benchmark to drive coaching plan using the NTCE Coaching Model.
4. School Stocktake Model will take place monthly for the Science Instructional Coach to report progress on qualitative data from classrooms, coaching cycle progress, and student achievement data from Common Assessments.

Person responsible for monitoring outcome:

Courtney Fuller (courtney.fuller@osceolaschools.net)

Evidence-based**Strategy:**

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

Quality implementation of Classroom Discourse, and Vocabulary Programs have an effect size of $d=0.82$ and $d=0.62$ on student achievement respectively. Based on our ELL subgroup student needs, implementation of these strategies will allow instruction to yield the product desired of 50% of students meeting proficiency on science benchmarks.

Rationale for Evidence-based Strategy:

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

- a. Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts (in ideal settings, without judgement and with a clear prompt and structure).
- b. Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, and can ground academic scientific vocabulary in these experiences.
- c. Connecting experiences and vocabulary learned from the experience to a complex text will develop well rounded readers that can apply reading

capabilities across curriculum. Reading and writing strategies can be used to perceive and communicate scientific findings.

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.

Strengthening Tier 1 Science Instruction through 5-E Instructional Model, Vocabulary Instruction, and Scientific Complex Text:

1. Teachers will engage in professional development on facilitating lessons using the 5-E lesson model to engage students scientific learning experiences, develop academic scientific vocabulary, and deepen scientific concept understanding through interaction with complex text and writing to respond.
2. Teachers will intentionally plan for implementation of pedagogy addressed to facilitate learning around the science benchmarks.
3. Based on implementation of lessons, and data collected, teachers that need additional support will be provided coaching cycles to meet diagnosed needs from Science Instructional Coach or Mentor.
 - Teacher progress of implementation of 1-3 will be tracked on an action board for alignment of progress.

Person Responsible Courtney Fuller (courtney.fuller@osceolaschools.net)

4. Implement data driven groups weekly to address fair game gaps with scientific demonstrations, text, and question, answer, and explain student collaboration (House of Science) in 4th and 5th grade.

Person Responsible Courtney Fuller (courtney.fuller@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

Evidence Based practices are: Open Court Foundational Skills, FCRR Activities, Florida Benchmark Interventions, Lexia, Pre-Teaching, Early Interventions in Reading.

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

Evidence Based practices: FCRR Activities, Florida Benchmark Interventions, Lexia, Pre-Teaching, Early Interventions in Reading

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)

We will increase Reading Proficiency by 9% to improve overall Reading Proficiency to 50% or higher.

Grades 3-5: Measureable Outcome(s)

We will increase Reading Proficiency by 8% to improve overall Reading Proficiency to 50% or higher.

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 Areas of Focus will be monitored through continuous data via NSGRA, FAST, MAP Fluency, and Formative Assessments. Fidelity will be monitored by daily iii walkthroughs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Taveras, Lilys, lilys.taveras@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?

Yes, each evidence based practice is considered a high yield ELA strategy by the State of Florida. Yes, each evidence based practice is aligned with the district Comprehension Evidence based Reading Plan and are part of the Decision Tree. Yes, each evidence based program is aligned to the BEST 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?

The evidence based programs address the identified needs through instruction that targets foundational reading skills gaps.

FCRR-Phonics, Effect Size-.70

Benchmark Interventions, Comprehension, Effect Size-.74

Open Court-Phonics-Effect Size-.70

Early Interventions in Reading, Fluency, Effect Size-.67

Lexia, Comprehension, Effect Size-.74

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
Literacy Leadership-Action Step 1 Focus on effective Tier 1 Instruction during Grade Level PLC's.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Literacy Leadership Step 2 Effective Reading Interventions will be discussed during Grade Level PLC's and plans for action at all Tiers will be implemented.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Literacy Coaching Step 1 The Literacy Coach will conduct weekly walkthroughs of all Tiers of Instruction.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Literacy Coaching Step 2 The Literacy Coach will provide timely and actionable feedback after each walkthrough.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Assessment Step 1 PLC's will create common formative assessments, assess student work samples, and act upon all data sources in all tiers of instruction.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Assessment Step 2 The Leadership Team and PLC's will monitor and act upon District assessment data.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Professional Learning Step 1 Ongoing PD with the BEST Standards, Open Court, and Benchmark will occur throughout the year.	Taveras, Lilys, lilys.taveras@osceolaschools.net
Professional Learning Step 2 Ongoing Professional Development on best practices for Reading Interventions will be given throughout the year.	Taveras, Lilys, lilys.taveras@osceolaschools.net

Positive Culture & Environment

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

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

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and holds staff responsible for implementing any changes. Our school frequently communicates high expectations for all students. Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based on disaggregated data.
- Exemplary student work is displayed throughout school.
- All students are enrolled in college- and career-ready prep curriculum through the AVID Program.

A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Part of this code of conduct includes a PBIS program to recognize positive behaviors. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data includes the following: discipline referrals or incident reports, in-and out-of-school suspension and attendance. This also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. This includes establishing specific, but attainable strategies for reducing disproportionate discipline, with staff, student, and family input. This also includes implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and providing ongoing training and feedback to teachers on implementing these approaches.

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

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 solicits staff feedback on school wide procedures and creates 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 has established an infrastructure to support family engagement, such as a decision-making SAC

council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result.

We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically underserved students (e.g., by providing opportunities for small group conversations with school leaders).