

School District of Osceola County, FL

Denn John Middle School



2022-23 Schoolwide Improvement Plan

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Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Michael Ballone

Start Date for this Principal: 8/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	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* Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: C (48%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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Denn John Middle School

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	92%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: Preparing all students for College and Career Readiness through the power of F.I.R.E. (Focus, Integrity, Respect, and Engaged in learning.)

Provide the school's vision statement.

Vision: To be a high-performing middle school.

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
Ballone, Michael	Principal	Will monitor school stocktake, will monitor the SIP and receive monthly reports and give feedback. Will also set the school climate and goals and monitor through regular discussion with staff and monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team. Other responsibilities include: Budget, non-classroom instructional evaluations, ELA/ Reading and ESE administrator, SAC administrator, Title I administrator, Threat Assessment.
Dolhon , Sugeily	Assistant Principal	Will monitor school Stock take, will monitor the SIP and receive monthly reports and give feedback. Will set the school climate and goals and monitor through regular discussion with staff. Will monitor academic and discipline data for progress toward SIP goals. Will monitor master schedule to ensure student interventions are implemented for Tier 2 and Tier 3 students. Also part of the Literacy Team. Other responsibilities are: school enrollment, SAI Programs, Grad recovery, social studies/ elective administrator, 6th grade orientation, MTSS, and AVID.
Howard, Lonnie	Assistant Principal	Will monitor school Stock take, Will monitor the SIP and receive monthly reports and give feedback. Will set the school climate and goals and monitor through regular discussion with staff. Will monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team. Other responsibilities: professional development, supervision coverage, facilities, discipline, math/science administrator, crisis/emergency management plan, summer programs, promotion/AP/retention letters, testing administrator, social media, drills reports (fire, tornado, lockdown)
Bonet, Alexa	Other	Will provide support for staff and students in area of testing. Will assist in monitoring student data for testing and providing feedback and support for teachers to reduce incidents in testing.
Aponte, Annette	School Counselor	Will provide support for staff and students in areas of mental health and behavior. Is assigned students for counseling case load, bullying prevention, Post OSS counseling, career choices, AXIS placement, Duke/Osceola Tip, FIT students, Dean club cards
Pagan Rivera, Lynette	Other	Will oversee ESE services provided to students, provide support for ESE students with regards to their IEP's, provide support to staff in implementing IEP's in the classroom, meet with IEP team and parents to discuss instructional needs of students.
Cruz, Evelyn	School Counselor	Will provide support for staff and students in areas of mental health and behavior. Is assigned students (m-z) for counseling case load, bullying prevention, Post OSS counseling, career choices, AXIS placement, Duke/ Osceola Tip, FIT students, Dean club cards

Name	Position Title	Job Duties and Responsibilities
Reid, Nicole	Dean	Will provide support for staff and students in area of discipline and classroom management. Will assist in monitoring student data for discipline and providing feedback and support for teachers to reduce school and classroom disciplinary incidents. Other responsibilities: bullying, transportation, MTSS, ESE development, mentor programs, Saturday School, PBIS, school pictures.
Tessler, Jacob	Instructional Coach	Will monitor teacher instructional fidelity and effectiveness through regular monitoring of student data. Will facilitate the PLC process with teachers and provide guidance and support for instructional needs Will support teachers in the classroom through coaching cycle use, non-evaluative observation and mentoring. Will provide staff wide PD on needed areas of improvement and provide staff-wide PD on literacy strategy use in all content areas. Also part of the Literacy Team. Other responsibilities: Surveys, Literacy Night, Professional Development.
Tessler, Lana	Dean	Will provide support for staff and students in area of discipline and classroom management. Will assist in monitoring student data for discipline and providing feedback and support for teachers to reduce school and classroom disciplinary incidents. Other responsibilities: bullying, transportation, MTSS, ESE development, mentor programs, Saturday School, PBIS, school pictures.
Hernandez Portilla, Gisselle	Instructional Coach	Reading Interventionist, MTSS academic/behavior Coach and tier 3 interventionist

Demographic Information

Principal start date

Friday 8/5/2022, Michael Ballone

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.*

1

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

905

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

23

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

24

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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	48	82	51	0	0	0	0	181	
One or more suspensions	0	0	0	0	0	0	87	89	68	0	0	0	0	244	
Course failure in ELA	0	0	0	0	0	0	1	28	22	0	0	0	0	51	
Course failure in Math	0	0	0	0	0	0	1	17	14	0	0	0	0	32	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	101	105	105	0	0	0	0	311	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	122	126	109	0	0	0	0	357	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	101	105	105	0	0	0	0	311	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	56	84	61	0	0	0	0	201	

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

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

Date this data was collected or last updated

Friday 8/5/2022

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	0	0	0	0	0	0	36	73	96	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	0	45	36	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	32	20	34	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	11	19	14	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	106	107	112	0	0	0	0	325
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	123	126	117	0	0	0	0	366
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	47	44	0	0	0	0	107

The number of students identified as retainees:

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

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	0	0	0	0	0	0	36	73	96	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	0	45	36	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	32	20	34	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	11	19	14	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	106	107	112	0	0	0	0	325
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	123	126	117	0	0	0	0	366
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	16	47	44	0	0	0	0	107

The number of students identified as retainees:

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

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	31%	44%	50%				38%	45%	54%
ELA Learning Gains	43%	46%	48%				40%	48%	54%
ELA Lowest 25th Percentile	36%	36%	38%				28%	42%	47%
Math Achievement	31%	44%	54%				44%	49%	58%
Math Learning Gains	47%	54%	58%				45%	51%	57%
Math Lowest 25th Percentile	54%	58%	55%				37%	47%	51%
Science Achievement	36%	49%	49%				46%	47%	51%
Social Studies Achievement	59%	68%	71%				68%	72%	72%

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
06	2022					
	2019	29%	48%	-19%	54%	-25%
Cohort Comparison						
07	2022					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-29%				
08	2022					
	2019	41%	49%	-8%	56%	-15%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	45%	-13%	55%	-23%
Cohort Comparison						
07	2022					
	2019	24%	30%	-6%	54%	-30%
Cohort Comparison		-32%				
08	2022					
	2019	44%	47%	-3%	46%	-2%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	42%	-6%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	73%	-6%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	49%	34%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	44%	51%	57%	38%

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	14	32	25	9	38	41	8	13			
ELL	19	39	36	22	41	40	18	44	90		
ASN	80			50							
BLK	24	33	29	20	48	61	32	59	80		
HSP	31	44	36	30	45	51	33	56	85		
MUL	21			20	40						
WHT	43	44		50	61		54	68	91		
FRL	30	43	36	28	45	52	34	58	84		
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	14	25	22	15	21	22	18	31			
ELL	20	35	35	15	29	39	16	39	39		
BLK	22	23	20	24	21	14	21	50	63		
HSP	31	37	32	27	31	34	34	57	65		
WHT	39	43	45	45	41		44	68	77		
FRL	27	34	28	25	27	29	30	52	62		
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	12	23	18	14	30	28	12	23			
ELL	22	33	30	33	43	37	25	53	76		
BLK	33	42	17	34	46	39	39	61	80		
HSP	36	41	32	42	44	38	44	69	81		
MUL	45	40		50	27						
WHT	46	33	15	61	53	43	57	70	91		
FRL	34	40	31	41	44	35	42	68	79		

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)	TSI
OVERALL Federal Index – All Students	46
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	39
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	39
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Although we increased in eight out of the 9 categories, we had not showed growth in ELA proficiency and Science.

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

Math Achievement: From 29% to 31% +2 pts
 Math Learning Gains: From 30% to 47% +17pts
 Math Lowest Quartile: From 29% to 54% + 25pts
 ELA Achievement: From 31% to 31% same

ELA Learning Gains: From 35% to 43% +8 pts
 ELA Lowest Quartile: From 24% to 30% + 6 pts

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

Students who were on digital the previous school year had learning gaps still evident in NWEA progress monitoring data. Focusing on creating a safe learning environment with rigorous instruction will allow students in school to greatly improve and close that achievement gap. We look forward to review multiple data points through progress monitoring and formative assessments to provide interventions for students to close the achievement gap.

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

Eight out of the nine categories in the school grade increased, resulting in an 82-point increase.

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

Having face to face instruction is necessary in closing the achievement gaps evident from the digital platform during COVID. In addition, we strengthen our Tier 1 instruction focusing on spiraling missed standards into the curriculum. Professional Learning Communities played a critical role in ensuring that student data was at the forefront of all decision-making regarding instruction. During our planning and extra hour PLC meetings, staff focused on WICOR and AVID strategies.

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

In order to close the achievement gap for accelerated students' multiple levels of interventions are needed to ensure that missed standards are taught while teaching the necessary standards. Intervention time is structured within the master schedule in order to provide additional instruction time.

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.

During the initial 2022-2023 SY, staff were provided trainings on building school culture, PBIS, strengthening student/teacher relationships, and strengthening Tier 1 instruction. These trainings were based on student data from NWEA, FSA, and Panorama.

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

In order to maintain sustainability of improvement and to keep student achievement at the forefront of all decisions, instructional coaches and administration will meet with PLC leads monthly to discuss student data and instructional interventions. Staff will be provided one hour extra of PLC meeting times to create interventions for Tier 1,2, and 3 students. All new teachers will be provided a teacher mentor to assist in lesson planning to meet the needs of students based on student data.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

For the 2021-2022 school year, 31% of students showed proficiency in ELA and only 30% of our lowest quartile showed learning gains.

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

Proficiency in ELA and learning gains for Lowest Quartile students will both increase by at least 5% this school year to 36% proficiency and 35% for lowest quartile as well as learning gains overall to 52%.

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

1. The Leadership team, in specific the ELA Coach, PLC Liaison, and Administration will monitor PLC time to make sure that time is being used effectively and is consistently aimed towards the growth of the PLC and the students.
2. School Stock-take Meeting will take place every month and the ELA Coach will provide updates as to the progress of the department towards meeting the desired outcomes.
3. The ELA Coach, through the grade level PLCs, will monitor student achievement via formative assessments delivered in classes.
4. The ELA Coach will monitor teacher adherence to the curriculum unit plans, the implementation of high yield AVID strategies, use of high engagement strategies such as Kagan structures, and that lesson planning is done to the depth of the standard

Person responsible for monitoring outcome:

Jacob Tessler (jacob.tessler@osecolaschools.net)

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

The evidence-based strategy is the quality of teaching where high quality teaching provides a .44 effect size according to Hattie.

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

Formative data is vital to meeting the needs of every single learner at our school; furthermore, the use of formative assessment often benefits our lowest quartile students who experience the largest deficiencies. By utilizing the PLC process to highlight which students are in most need of skill remediation as well as which teachers are most effective at teaching any specific, discrete, skill, we will ensure that every student has their individual learning needs met.

**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.

ELA and Research/Reading teachers will be provided effective feedback and instruction on how to increase student engagement in the classroom through AVID and Kagan strategies.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

ELA and Research/Reading teachers will be provided effective feedback and instruction on how to increase student learning gains by providing instruction to the depth and rigor of the BEST standards.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

The Leadership team will use assessment data and classroom observations to determine individual student needs.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will focus on rigorous and standards-based instruction as derived from the Curriculum Unit Plans.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will provide differentiated instruction based on MTSS tier levels and assessment data to increase the proficiency of all students.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will provide explicit instruction in a variety of skills and strategies to increase student literary with informational texts.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will provide explicit instruction in vocabulary skills, including but not limited to context clues and prefix/suffix/root words

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will embed WICOR strategies into all levels of lesson planning to support high levels of student engagement across all classes.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will conduct regular progress monitoring and data chats with students to encourage student reflection and agency over their learning.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Intensive Reading Teachers and English Language Development teachers will focus on print and book awareness, including but not limited to phonological awareness, phonemic awareness, and more.

Intensive Reading Teachers and English Language Development teachers will focus on decoding phonics, inflectional endings, as well as vocabulary use and development. Intensive Reading Teachers and English Language Development teachers will focus on fluency issues such as rate and accuracy as well as prosody and inflection.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Tier 1 and 2 students will have 20 minutes of Lexile work once a week during station rotations Tier 3 students will have 20 minutes of Lexile work twice a week during station rotations. Tier 2 students will engage in pre teaching strategies as well as the RISE reading program.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

ELL and ESE support will occur in classrooms with the assistance of the ESOL compliance staff member as well as the RCS. ESOL Compliance will provide instructional strategies and professional development opportunities for all faculty to make certain that appropriate second language strategies are being implemented across the school. The MTSS Coach will conduct weekly meetings with the leadership team to review students for MTSS placement based on their success in literary and math.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Administration will offer intervention time embedded throughout the school day to support struggling students and provide enrichment for students at or beyond grade level. Administration will ensure that all students are participating in targeting interventions based on their MTSS tier and administered through in-school intervention time.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

#2. Positive Culture and Environment specifically relating to Discipline

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

Rationale: Data Trends In 2021-22 we saw a marked increase in discipline incidents. Contributing factors to this included high numbers of staff vacancies and inconsistent application of school-wide expectations and systems. Additionally, a high number of students were returning to full time instruction after covid quarantine and lacked life skills training to resolve social conflicts. The total referral number was 3,000 with 6th grade showing the highest number of discipline referrals

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

In 2021 – 2022 referral data showed that there were over 3,000 total amount of referrals. In 2022-2023 the goal is for this to be decreased 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' intervention that will support a positive culture within the school. This includes a staff and student PBIS needs assessment survey
2. The leadership team will review monthly during stocktake PBIS, behavior and attendance data for subgroups and develop interventions as required. This will also be reviewed bi-monthly MTSS leadership meetings.
3. Leadership team will conduct classroom walkthroughs to monitor and coach for classroom management.

Person responsible for monitoring outcome:

Nicole Reid (nicole.reid@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 social needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs. It is also essential to increase student engagement in the classroom which increase students wanting to go to class.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this 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. A positive culture and environment are based on building relationships with students. 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.

Deans have identified teachers with high numbers of referrals for the 2021-2022 school year and have tiered them to provide coaching and support needs for 2022-2023.

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

Behavior intervention groups will be conducted by Deans and Counselors

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

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

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development through the PBIS committee and PLC extra hour time along

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team using an observation tool and reported out at monthly PBIS meetings and stocktake.

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

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

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

Deans have identified teachers with high numbers of referrals for the 2021-2022 school year and have tiered them to provide coaching and support needs for 2022-2023.

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

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

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development through the PBIS committee and PLC extra hour time along

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team using an observation tool and reported out at monthly PBIS meetings and stocktake. PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

MTSS Team will meet weekly to discuss students that need more intensive intervention in behavior skills. Identified students will be placed with a mentor or in one of the life skills groups provided by the deans and school counselors

**Person
Responsible**

Lana Tessler (lana.tessler@osceolaschools.net)

#3. Instructional Practice specifically relating to Social Studies**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

For the 2021-2022 school year, 59% of students showed proficiency in civics as measured by the Civics EOC

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

Civics proficiency will increase by at least 5% this school year to 64% proficiency.

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

1. The Leadership team, in specific the ELA Coach, PLC Liaison, and Administration will monitor PLC time to make sure that time is being used effectively and is consistently aimed towards the growth of the PLC and the students.
2. School Stock-take Meeting will take place every month and the ELA Coach will provide updates as to the progress of the department towards meeting the desired outcomes.
3. The ELA Coach, through the grade level PLCs, will monitor student achievement via formative assessments delivered in classes.
4. The ELA Coach will monitor teacher adherence to the curriculum unit plans, the implementation of high yield Marzano strategies, use of high engagement strategies such as Kagan structures, and that lesson planning is done to the depth of the standard

Person responsible for monitoring outcome:

Jacob Tessler (jacob.tessler@osecolaschools.net)

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

The evidence-based strategy is the quality of teaching where high quality teaching provides a .44 effect size according to Hattie.

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

Formative data is vital to meeting the needs of every single learner at our school; furthermore, the use of formative assessment often benefits our lowest quartile students who experience the largest deficiencies. By utilizing the PLC process to highlight which students are in most need of skill remediation as well as which teachers are most effective at teaching any specific, discrete, skill, we will ensure that every student has their individual learning needs met.

**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.

Civics teachers will be provided effective feedback and instruction on how to increase student engagement in the classroom through AVID and Kagan strategies and how to increase student learning gains by providing instruction to the depth and rigor of the BEST standards.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will focus on rigorous and standards-based instruction as derived from the Curriculum Unit Plans, utilize a mixed ability grouping model for small group instruction where appropriate and provide differentiated instruction based on MTSS tier levels and assessment data to increase the proficiency of all students.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will provide explicit instruction in a variety of skills and strategies to increase student literary with informational texts, provide explicit instruction in vocabulary skills, including but not limited to context clues and academic or domain specific language and embed WICOR strategies into all levels of lesson planning to support high levels of student engagement across all classes.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will conduct regular progress monitoring and data chats with students to encourage student reflection and agency over their learning.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

ELL and ESE support will occur in classrooms with the assistance of the ESOL compliance staff member as well as the RCS. ESOL Compliance will provide instructional strategies and professional development opportunities for all faculty to make certain that appropriate second language strategies are being implemented across the school

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

The MTSS Coach will conduct weekly meetings with the leadership team to review students for MTSS placement based on their success in literary and the content area and use assessment data and classroom observations to determine individual student needs.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Administration will offer intervention time embedded throughout the school day to support struggling students and provide enrichment for students at or beyond grade level and target interventions based on their MTSS tier and administered through in-school intervention time.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

#4. Positive Culture and Environment specifically relating to Life Skills**Area of Focus****Description and Rationale:**

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

Well-implemented programs designed to foster positive outcomes have been found to generate better test scores and higher graduation rates and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and support 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 46% of students answered favorably about our school student teacher relationships. This left more than fifty percent of our student body feeling the opposite with non-favorable relationship between teachers and students . This years data from Panorama regarding student teacher relationships also indicates a nineteen percent decrease in this area from the previous year. The goal for this year is to increase positive relationships between students and teachers. A measure outcome we plan to achieve by the end of the 22-23 school year is of a 20% increase for favorable student teacher relationships to 69%. In order to achieve this our student body will participate in Panorama Surveys at least three times in this school year. Summer, Fall and Spring season

Monitoring:

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

1. This year's Panorama surveys will be provided to students on three different occasions and will be analyzed to identify schools' relationship building interventions that will support a positive culture within the school with the increase in student teacher relationships.
2. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop inventions as required.

Person

responsible for monitoring outcome:

Evelyn Cruz (evelyn.cruz@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 methods 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.

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

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

Counselors will plan to build an environment of belonging during Ignite/Fire intervention time.

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

Counselors will increase student input and voice through collaboration during their intervention time.

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

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

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

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

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

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

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

Counselors will facilitate peer learning and teaching - collaborative learning.

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

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

Person Responsible Evelyn Cruz (evelyn.cruz@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 Stock take.

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

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

Person Responsible Evelyn Cruz (evelyn.cruz@osceolaschools.net)

#5. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

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

Given the 2021 -2022 school data finding that only 31% 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.

Increase achievement levels and learning gains by 5%.
Increase achievement levels in mathematics from 31% to 36%.
Increase learning gains in mathematics from 47% to 52%.
Increase lowest quartile learning gains in mathematics from 54% to 59%.

Monitoring:

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

1. Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry).
3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Hind Akenkou (hind.akenkou@osceolaschools.net)

**Evidence-based
Strategy:**

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

1. PLC from each grade level will unpack essential benchmarks and identify learning targets that most closely address the standards / benchmarks. (Dufour, 2010)
2. Ronald Edmonds' Correlates of Effective Schools suggested that the frequent monitoring of student progress is a high-leverage practice for successful schools (Lezotte, 199
3. Use NWEA data to develop instructional plans for interventions during Tier 1 instruction (Wise & kuhfeld, 2020).
4. Use FAST PM data, and ALEKS data to determine specific students' needs, and develop instructional plans for remediation and interventions.
5. Use ALEKS resources and ONP (Osceola Numeracy Project) for intervention.
6. Make Read, Talk, Write, Solve practices more evident in classes.
7. Use Hands-on Standards manipulatives.
8. Utilize research-based practices/strategies to deliver Tier 1 instruction (Marzano, 2017).
9. The Stocktake process will take place monthly to assess progress and the Math Coach will report progress to the Principal on the Area of Focus.

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

1. Unpacking benchmarks and Identifying targets- provides clarity for students and teacher
2. Research suggests that when teachers implement progress-monitoring structures with fidelity, students gain significantly more progress than those

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

who do not receive progress monitoring (Deno, 2003; Fuchs & Fuchs, 2002; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998; Stecker, Fuchs, & Fuchs, 2005; Ysssekdyke & Bolt, 2007; Ysseldyke, Spicuzza, Kosciolk, & Boys, 2003).

3. Analyze students' data to determine specific learning needs of students; develop instructional plan to differentiate and meet student's needs; and evaluate effectiveness of the instruction students receive.
4. Using Numeracy project increases student achievement in mathematics by intentionally developing number sense through number knowledge and number strategy and, in turn, increase teacher understanding about instructional practices that target and develop number sense and place value.
5. Using Hands

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 intentionally plan to meet the rigor of the benchmarks. PLC teams move towards stage six of the PLC process.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Use Formative assessments, FAST PM, and ALEKS data to implement progress-monitoring structures with fidelity, to measure and monitor student growth, and to develop instructional plans for interventions during Tier 1, 2, & 3 instruction.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Students will use learning tracker to monitor their progress and level of achievement on the benchmarks throughout each unit.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Teacher will support and monitor students using Mathematical Thinking and Reasoning Standards (MTRS) as self-monitoring Tools. The MTR Standards promote deeper learning and understanding of mathematics.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Teachers will teach problem-solving strategies (such as Close reading strategies) and high-order thinking concepts through differentiated lessons & activities'

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Make Read, Talk, Write, Solve practices more evident in classes.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

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

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Use instructional strategies with the following: Hands-on Standards manipulatives, AVID strategies, and other content specific strategies.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Principal, APs and instructional coaches team will attend weekly PLC team meetings to build capacity, analyze data, and respond to students' learning.

Person Responsible Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)

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 Hind Akenkou (hind.akenkou@osceolaschools.net)

Staff will use formative assessment data from ALEKS, FAST PM, and common assessments to identify student needs and provide targeted remediation based on the identified needs of the student using ALEKS resources, Osceola Numeracy Project, and Hand2Mind Numbers & Operations Intervention resources.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

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

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

The Stocktake process will take place monthly to assess progress to the Principal on the Area of Focus and develop a systematic coaching calendar. The math coach will co-plan and model lessons with fluency as a focus and offer job-embedded professional development.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

SWD will receive grade-level instruction that is scaffolded to meet their needs.

Person Responsible [no one identified]

#6. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

1. Counselor and teachers will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.
2. Counselors will plan to build an environment of belonging during Ignite/Fire intervention time.
3. Counselors will increase student input and voice through collaboration during their intervention time.
4. Counselor will encourage and facilitate students' shared decision-making through consensus/action planning.
5. Counselors will use active learning strategies like hands-on, experiential, and project-based activities
6. Counselors will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self efficacy, and social awareness where applicable.
7. Counselors will facilitate peer learning and teaching - collaborative learning.
8. School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.
9. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stock take.
10. PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.

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

ELA, Math, proficiency, and gains will increase by 5% in all groups.
 Science proficiency will increase by 3%.
 Social Studies proficiency will increase by 5%.

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

1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly during extra hour PLC and PD Wednesdays.
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:

Lana Tessler (lana.tessler@osceolaschools.net)

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

PLC is defined as "...an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).

Rationale for Evidence-based Strategy:
Explain the rationale for

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.

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

Person Responsible Lana Tessler (lana.tessler@osceolaschools.net)

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

Person Responsible Lana Tessler (lana.tessler@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 Lana Tessler (lana.tessler@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 Lana Tessler (lana.tessler@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 Lana Tessler (lana.tessler@osceolaschools.net)

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

Person Responsible Lana Tessler (lana.tessler@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 Lana Tessler (lana.tessler@osceolaschools.net)

#7. 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.

If teachers effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.

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 5%. (from 36% to 41%)

Monitoring:

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based**Strategy:**

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

1. Participate in academic discourse through collaborative structures
2. Engage in active learning experiences
3. Process learning using interactive science notebooks
4. Utilize research-based practices/strategies to deliver Tier 1 instruction (Marzano, 2017).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

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). WICOR (AVID)

- o 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, especially if it is connected and relevant to their lives (which is possible in almost all science content). WICOR (AVID)
- o Interactive science notebooks: Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop an understanding through writing, drawing, recording ideas, collecting data, synthesizing information, and more. WICOR (AVID)

Action Steps to Implement

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

Identify team members who will lead the needs assessment, planning, learning, and monitoring of science instructional practices. Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Revisit understanding and expectations of strategy monthly, sharing examples and non-examples. Highlight good examples and incorporate into professional learning.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Conduct classroom walkthroughs, focusing on highest priority science instructional strategy.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

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

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

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

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

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

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

Teachers will participate in PD that will AVID strategies including Kagan, WICOR , Cornell notes and interactive notebooks.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

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

Person Responsible [no one identified]

#8. Positive Culture and Environment specifically relating to Post Secondary Culture**Area of Focus****Description and Rationale:**

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

Through the process of PLC's we will create a mindset of post-secondary culture for students. Social Studies teachers will provide post secondary instruction to all students throughout the school year, allowing them to create a plan for post secondary life through the use of Xello. AVID binders (both hard copy and digital) will also be implemented school wide to promote organizational tools used in the post secondary setting. AVID instructional strategies such development of academic skill and organizations skills will be the focus of AVID this year by increasing Focused Note Taking.

Measurable**Outcome:**

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

Student course acceleration will increase by 5%. Student's selection of post secondary choices will also increase by 10% as a result of Xello for all grade levels.

Monitoring:

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

District data on student enrollment and completion of Xello choices will be used to progress monitor success of post secondary options.

Person

responsible for monitoring outcome:

Annette Aponte (annette.aponte@osceolaschools.net)

Evidence-based**Strategy:**

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

PLCs will work in collaboration to provide students with rigorous standards-based instruction to push students to reach their full potential. We will expand the number of student enrolled in acceleration courses. This culture will encourage students toward post secondary education and career planning by advancing in their high school credits.

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

Explain the rationale for selecting this specific strategy.

Higher level learning and a culture of high expectations prepares students for college and career planning. If students are constantly exposed to below grade level expectations, they will be unprepared for post-secondary education options. This rationale is based on Hattie's description of setting educational goals which results in .49 effect size (Hattie, 2009).

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.

Social Studies teachers guide students through the process of post secondary education options using Xello.

Person Responsible Annette Aponte (annette.aponte@osceolaschools.net)

AVID strategies will be used throughout the instructional planning of ELA lesson plans by the PLC's with the guidance of the instructional coaches.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

AVID strategies will be used throughout the instructional planning of Math lesson plans by the PLC's with the guidance of the instructional coaches.

Person Responsible Hind Akenkou (hind.akenkou@osceolaschools.net)

AVID strategies will be used throughout the instructional planning of Social Studies lesson plans by the PLC's with the guidance of the instructional coaches.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

AVID strategies will be used throughout the instructional planning of Science lesson plans by the PLC's with the guidance of the instructional coaches.

Person Responsible Hind Akenkou (hind.akenkou@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

N/A

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

N/A

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

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

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

N/A

Rationale for Evidence-based Practices/Programs:

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

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

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

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

Through the use of PBIS we utilize mentoring opportunities, professional development and a full incentive system for students. School based rewards and quarterly events are implemented regularly. The PBIS team meets monthly to monitor and discuss the culture of the school. The team also utilizes discipline data regularly to guide decisions for interventions.

A positive culture is also cultivated through the use of our school wide teaching of life skills during IGNITE/FIRE. Teachers, staff and students build relationships as well as provide support for each other during the school day. Positive referrals are also a tool used to promote FIRE expectations. Students are provided

Teacher PBIS has grown to include teacher and student incentives. Thanks to a large donation from community members, PBIS now has more teacher and student incentives. The administrative and leadership team distributes these monetary tokens sporadically for positive support and to give rewards at faculty meetings.

Monthly monitoring of Tier 2 and Tier 3 students are held to consider academic and behavior progress. Strategies are explicitly planned for intervention with behavior as well as academic needs.

Specific mentoring programs have been developed and implemented for out Tier 3 students' needs. The mentoring focuses on supporting behavior concerns. Individual teachers are selected to work with these students based on rapport and skills. Intervention Groups meet during IGNITE/FIRE following the first period with mentors to debrief about any issues concerning them while refining social/emotional skills. These groups are more informal in nature with a relationship building focus in mind.

Ignite classes provide the setting for Tier 2 and Tier 3 academic mentoring opportunities. The Reading and Math coaches directly lead these mentoring groups that are fluid from quarter to quarter.

Character education is also woven into our Academic Lab and In School Suspension classrooms for retraining of positive responses in high emotional times and to remedy a lack of conflict resolution strategies.

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

PBIS Coordinator - Nicole Reid- Reading Coach - coordinates and oversees PBIS initiatives school wide and ensuring adherence with district initiatives. Attends district meetings to ensure clear communication and initiatives. The team ensure that PBIS initiatives are carried to the staff and implemented with fidelity. The team is also responsible for gauging student interest and involvement in various PBIS events.

PBIS Staff Team Lead - Jacob Tessler - teacher - coordinates and organizes PBIS events throughout year and at end of year geared toward student participation.

PBIS Team Members:

Teachers:

Hadwa Abboud
Sonia McKenzie
Christopher.Gutierrez
Elfie Salisbury
Gerald Van Buren
Ehab Ali
Ibrahim Ramos Pomales
Jorge Malave Agosto
Delia Ruiz Marquez

Staff:

Lana Tessler
Nicole Reid
Mariah Richart
Jose Martinez Velez
Gisselle Hernandez Portilla
Annette Aponte-Rodriguez

Administration:

Lonnie Howard
Sugeily Dolhon
Michael Ballone