

School District of Osceola County, FL

# East Lake Elementary School



## 2022-23 Schoolwide Improvement Plan

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# East Lake Elementary School

4001 BOGGY CREEK RD, Kissimmee, FL 34744

www.osceolaschools.net

## Demographics

Principal: Beth Telemko

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2021-22 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (46%) 2018-19: B (57%) 2017-18: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## East Lake Elementary School

4001 BOGGY CREEK RD, Kissimmee, FL 34744

[www.osceolaschools.net](http://www.osceolaschools.net)

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

### School Grades History

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

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

East Lake Elementary will be the number one school in Osceola County for student achievement, integrity, and compassion, and culture.

**Provide the school's vision statement.**

East Lake Elementary School will work together with the school community to reach or go beyond grade-level expectations in academic and social-emotional skills.

### 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
Hennessy, William	Principal	The principal of the school oversees everything happening at the school on a daily basis, ranging from the evaluation of teachers, student safety, to building maintenance.
Soto, Amanda	Assistant Principal	The assistant principal of the school supports the principal with everything happening at the school on a daily basis, ranging from the evaluation of teachers, student safety, to building maintenance.
Hopkins, Jamie	Dean	Supporting students with positive behavior choices and restorative practices.
Blades, Kathy	Staffing Specialist	Katherine Blades is the Staffing Specialist and oversees and supports our Exceptional Student Education program. She meets with parents and ensures all aspects of ESE are in compliance and students' needs are met
MacMillan, Michelle	ELL Compliance Specialist	As the ESOL compliance specialist, Ms. MacMillan supports both teachers in lesson development as well as oversees our Dual Language Program and MTSS for our ESOL students.
Glasheen, Jennifer	Instructional Media	The media specialist ensures that students have reading material and works with teachers on how to incorporate literacy and technology throughout content areas.
Torres, Nydia	Other	School CoProvides mental health services, SEL support and positive behavior strategies to all students ensuring a safe and healthy school environment.
Cheverez, Carmen	Other	MTSS Coach provides supports for intervention groups, staffing of students to receive additional supports and evaluations, and supports staff members with monitoring and supporting student academic and behavior supports.
Moreta, Gladys	Reading Coach	The literacy coach is the onsite professional developer for ELA. The literacy coach supports all teachers in the area of ELA in planning, lesson observation and reviewing data.
Nunez , Elianis	Math Coach	The math/science coach is the onsite professional developer for math and science. The coach supports all teachers in the area of math and science in planning, lesson observation and reviewing data.

## Demographic Information

### Principal start date

Wednesday 7/1/2020, Beth Telemko



**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.*

1

**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.*

20

**Total number of teacher positions allocated to the school**

56

**Total number of students enrolled at the school**

855

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

3

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

13

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	134	119	130	151	145	190	0	0	0	0	0	0	0	869
Attendance below 90 percent	34	36	39	34	28	26	0	0	0	0	0	0	0	197
One or more suspensions	0	1	1	2	0	6	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	2	11	1	10	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	6	1	5	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	34	45	0	0	0	0	0	0	0	80
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	50	41	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	1	8	155	21	0	0	0	0	0	0	0	189

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	1	3	0	0	0	0	0	0	0	0	4
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

Friday 8/19/2022

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	125	119	131	130	147	179	0	0	0	0	0	0	0	831
Attendance below 90 percent	10	11	14	13	10	24	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	20	18	32	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	13	19	12	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	34	44	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	50	41	0	0	0	0	0	0	0	92
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	7	19	21	0	0	0	0	0	0	0	47

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	1	4	0	0	0	0	0	0	0	0	5
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	125	119	131	130	147	179	0	0	0	0	0	0	0	831
Attendance below 90 percent	10	11	14	13	10	24	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	20	18	32	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	13	19	12	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	34	44	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	50	41	0	0	0	0	0	0	0	92
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	7	19	21	0	0	0	0	0	0	0	47

#### 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	1	4	0	0	0	0	0	0	0	0	5
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	47%	48%	56%				58%	53%	57%
ELA Learning Gains	53%						62%	56%	58%
ELA Lowest 25th Percentile	38%						48%	51%	53%
Math Achievement	50%	44%	50%				65%	55%	63%
Math Learning Gains	55%						66%	59%	62%
Math Lowest 25th Percentile	36%						48%	45%	51%
Science Achievement	42%	46%	59%				54%	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	52%	51%	1%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	52%	51%	1%	58%	-6%
Cohort Comparison		-52%				
05	2022					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-52%				

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	59%	54%	5%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	59%	53%	6%	64%	-5%
Cohort Comparison		-59%				
05	2022					
	2019	62%	48%	14%	60%	2%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	45%	5%	53%	-3%
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	7	20	20	8	25	25	15				
ELL	36	47	43	39	46	48	34				
ASN	78	75		87	69						
BLK	49	56		64	68		50				
HSP	43	50	41	43	52	40	39				
MUL	45			67							
WHT	58	56		57	53	20	43				
FRL	33	43	38	36	53	36	33				
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	16	25	25	17	36	29	25				
ELL	37	37	29	36	38	31	32				
ASN	83			89							
BLK	65	40		48	40		50				
HSP	40	37	28	38	33	27	39				
MUL	73			55							
WHT	61	52		51	32		70				
FRL	34	32	29	31	31	27	36				
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	31	52	42	36	62	52	44				
ELL	42	52	44	55	61	42	36				
ASN	87	100		93	100						
BLK	58	52		71	61		50				
HSP	53	55	47	59	63	50	46				
MUL	42			67							
WHT	78	84		78	70		85				
FRL	47	58	48	57	64	56	49				

### 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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	383

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
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%	1
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
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	57
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	46
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	48
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	41
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?

Students with disabilities in ELA achievement dropped from 16% proficient to 7%. Students with disabilities in Math achievement dropped from 17% proficient to 8%. ELL students dropped proficiency in ELA from 37% to 36%. Black students in ELA dropped from 65% proficient to 49%. Multiracial students in ELA dropped from 73% proficient to 45%. White students in ELA dropped from 61% proficient to 58%. Asian students in ELA dropped from 83% proficient to 78%.

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

The indication of several subgroups declining in ELA indicates that there needs to be additional resources and supports needs to be provided to that subject area.

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

During the school year targeted interventions were not completed with fidelity due to staffing constraints. This year the goal is to build capacity within grade levels and teachers to carry out the iii interventions. In addition to this support personnel will be pushing into classrooms and pulling small groups to close the achievement gap in ELA.

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

In math achievement, ELL student increased proficiency from 36% to 39%. Black student improved from 48% to 64%. Hispanics when up from 38% to 43%. Multiracial when from 55% to 67%. White when from 51% to 57%%.

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

Targeted interventions in where put in place in 4th and 5th grade based on progress monitoring needs to close the achievement gap.

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

This year the goal is to build capacity within grade levels and teachers to carry out the iii interventions. In addition to this support personnel will be pushing into classrooms and pulling small groups to close the achievement gap in Math.

**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.**

To support ELA teachers will be trained on specific interventions including LLI, Benchmark Interventions, Open Court, Corrective Reading, EIR, and Lexia. To support Math, teachers will be trained on Red Bird, Hand to Mind, and Reveal Interventions.

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

Teachers will build capacity through engaging in the PLC process to ensure student interventions are making an impact to close the achievement gap. Utilizing Educlimber and flexible grouping to provide targeted interventions based on need.

**Areas of Focus**

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

:



**#1. Positive Culture and Environment specifically relating to emotional regulation****Area of Focus Description and Rationale:**

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

On the Panorama survey in Spring of 2022 students rated themselves that 47% of the time they were able to regulate their emotions successfully.

**Measurable Outcome:**

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

On the Spring 2023 Panorama survey students will increase their self-regulation by 5% to 52% of the time they are able to regulate their emotions successfully.

**Monitoring:**

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

This will be monitored by using Panorama, MTSS, and monthly stocktakes.

**Person responsible for monitoring outcome:**

Nydia Torres (nydia.torres@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.**

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 self-centered. Staff must use teaching techniques that build on student's 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.

Teachers and staff will plan activities that are engaging and relevant to students. Identify and build on students' individual assets and passions.

**Person Responsible**

Amanda Soto (amanda.soto@osceolaschools.net)

Teachers will increase student input and voice through daily morning meetings.

**Person Responsible**

William Hennessy (william.hennessy@osceolaschools.net)

Identified students with specific needs will be paired with teacher mentors to monitor success of self regulation.

**Person Responsible**

Jamie Hopkins (jamie.hopkins@osceolaschools.net)

PBIS will be implemented to promote self regulation choices.

**Person Responsible**

Carmen Cheverez (carmen.cheverez@osceolaschools.net)

Identified students will be paired with peers (i.e. Toho Lacross Team, Latinos in Action) to learn strategies for self regulation.

**Person Responsible**

William Hennessy (william.hennessy@osceolaschools.net)

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

**Person Responsible** William Hennessy (william.hennessy@osceolaschools.net)

As a school we are focusing on AVID and supporting the exploration of career, college, exploration or enlisting as post-secondary options. These is to support our students to think beyond school and future plans they have when they graduate. Students will increase their awareness of different post-secondary career options through increasing their use of Xello in each grade level to 80% by the end of the year. Baseline for grade levels are as follows: Kindergarten 29%, Grade 1 46%, Grade 2 17%, Grade 3 50%, Grade 4 2%, and Grade 5 8%.

Counselors will support Xello lessons classroom and conversations with students on their future plans as they are made aware of different careers. Classroom teachers will also monitor and support developing conversations around careers including WICOR lessons. Counselors will monitor usage of Xello at the end of each Quater and support grade levels that are not increasing their usage.

**Person Responsible** Nydia Torres (nydia.torres@osceolaschools.net)

**#2. 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 50% 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.**

Math proficiency will increase by 5%.

**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.
4. PLC's will use data from common assessments to drive instruction with support by leadership team member in PLC and data from targeted walkthroughs.
5. PLC's will use the Osceola Numeracy Project for targeted interventions for tier 2 and tier 3 students.

**Person responsible for monitoring outcome:**

Elianis Nunez (elianis.nunez@osceolaschools.net)

**Evidence-based**

**Strategy:  
Describe the evidence-based**

Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.

**strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based**

**Strategy:** Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

**Explain the rationale for selecting this specific strategy.**

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

**Action Steps to Implement**

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

Teachers will intentionally plan for the appropriate stages of fluency as required by the benchmarks for a unit of study.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Professional development will be conducted throughout the year that focuses on the development of fluency across grade levels through Mathematical Thinking and Reasoning Standards (MTR) training.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

The math coach will co-plan and model lessons with fluency as a focus.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Teachers will implement a fluency center that focuses on developing appropriate automaticity within the grade-level benchmarks through game-based learning.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Students will keep a journal to reflect on the strategies they are learning including an explanation of which strategies they prefer to use and when (Writing; MTR 3).

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Teachers will use worked examples of different strategies for the fluency benchmarks and provide students the opportunity to engage in a philosophical chair or error analysis (Inquiry; MTR 6).

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking of fluency benchmarks by utilizing placemat consensus (Collaboration; MTR 4).

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Teachers will use formative assessment data to identify student needs related to the grade level fluency benchmarks and provide targeted remediation based on the identified needs of the student using Osceola Numeracy Project resources. Students will participate in targeted intervention Tier 1,2, & 3.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematics lessons. Students will be cognitively engaged in instruction using high-quality questioning and discussion techniques, supported by feedback and the ability to self-assess progress related to the outcome.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

The ELL support in the classroom will occur through the collaboration of ESOL compliance specialist ensuring students are supported in all courses by providing ELL instructional strategies and professional development for teachers.

**Person Responsible** Michelle MacMillan (michelle.macmillan@osceolaschools.net)

The ESE support in the classroom will occur through the collaboration of the RCS ensuring students are supported in all courses by providing ESE instructional strategies and professional development for teachers.

**Person Responsible** Kathy Blades (katherine.blades@osceolaschools.net)

Meetings 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** Carmen Cheverez (carmen.cheverez@osceolaschools.net)

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

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

The Math Coach will provide professional development opportunities to preview content and increase hands on learning to build on strategies.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

The leadership team will provide opportunities for teachers to complete peer observations.

**Person Responsible** William Hennessy (william.hennessy@osceolaschools.net)

Teachers will incorporate small group instruction during math block to differentiate for Tier 1 and 2 students.

**Person  
Responsible**

Elianis Nunez (elianis.nunez@osceolaschools.net)

**#3. 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.**

PLCs will use data from common assessments to drive instruction by planning with a purpose. If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.

**Measurable Outcome:**

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

PLC teams will grow by 2 levels using the PLC Seven Stages Rubric by the end of the year. ELA and Math proficiency will increase by 5% in all groups. Science 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.
2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.
3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.
4. PLC leads will meet with Administration and PLC coordinator Monthly to problem solve concerns and next steps in helping their teams move to the next stage.

**Person responsible for monitoring outcome:**

Jennifer Glasheen (jennifer.glasheen@osceolaschools.net)

**Evidence-based****Strategy:**

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

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

**Rationale for Evidence-based Strategy:**

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

Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

**Action Steps to Implement**

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

1. Provide clear expectations and clarify PLC role during preplanning by PLC administrator and Lead.

**Person Responsible** William Hennessy (william.hennessy@osceolaschools.net)

2. Guide grade level to make data driven decisions with support from Leadership Team assigned to the team.

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** William Hennessy (william.hennessy@osceolaschools.net)

3. Teachers will align resources to support power standards. 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. 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** William Hennessy (william.hennessy@osceolaschools.net)

4. 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. 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** William Hennessy (william.hennessy@osceolaschools.net)



**#4. 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.**

Given the 2021-2022 school data finding that only 40% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of Literacy achievement for all students.

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

ELA proficiency will increase by 6% hence, increasing from 47% proficiency to 53% proficiency.

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

ELA performance will be monitored for its desired outcome through weekly walkthroughs with targeted look fors. We will share these targets data nd debrief as leadership team and during PLT's.  
Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.  
School Stocktake Model will take place every month and the Literacy Coach will report progress to the principal.  
Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

**Person responsible for monitoring outcome:**

Gladys Moreta (gladys.moreta@osceolaschools.net)

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

Flexible grouping, small group instruction and interventions will be implemented to increase ELA proficiency. Monitoring data from these strategies serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.

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

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize flexible group, small group instructional and interventions, have the greatest student achievement.

**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.

Planning days to allow teachers to collaborate and plan for targeted groups and standards based on data.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Coaching cycles and targeted PD

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Lesson study opportunities and peer observations.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Implementation of small group instruction to meet student specific needs.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Purposeful planning of AVID strategies to enhance student learning.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

All staff will be trained by Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

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

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Training by the Literacy Coach on the effectiveness of increased student engagement in relation to student achievement will be offered throughout the year to struggling teachers.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency for all students, as evidenced by targeted, tiered interventions.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Instructional staff utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

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

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Staff will utilize high quality ELA instructional materials which are found in the curriculum unit plans.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Kindergarten Open Court Implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

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

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

Second grade Open Court Implementation of decoding phonics/word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

3rd-4th Open Court Implementation as an intervention and resource as needed for students with specific needs.

**Person Responsible** Gladys Moreta (gladys.moreta@osceolaschools.net)

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

**Person Responsible** Gladys Moreta (gladys.moreta@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.

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.

Increase science proficiency by 5% from 41% to 46%.

**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:**

Elianis Nunez (elianis.nunez@osceolaschools.net)

**Evidence-based****Strategy:**

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

Participate in academic discourse through collaborative structures  
Engage in active learning experiences  
Processing learning through writing and content areas using interactive science notebooks

**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 WICOR (AVID)
- o Interactive science notebooks: Interactive 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 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.

1. Identify team members who will lead the needs assessment, planning, learning, and monitoring of science instructional practices.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

2. Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom.

- a. Can focus on one strategy at a time, identifying priorities.
- b. Revisit understanding and expectations of strategy monthly, sharing examples and non-examples.
- c. Highlight good examples and incorporate into professional learning.

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

3. Conduct classroom walkthroughs, focusing on highest priority science instructional strategy. Walkthrough should be focused on student learning (not teacher facilitating). What are students doing? Can students describe what they are learning and why they are learning it?

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

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

**Person Responsible** Elianis Nunez (elianis.nunez@osceolaschools.net)

5. 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** Elianis Nunez (elianis.nunez@osceolaschools.net)

6. 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** Elianis Nunez (elianis.nunez@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**

At the end of the 21-22 school year kindergarten had 68% of students not reading at proficiency for the grade level. First grade had 59% of students not reading on grade level. Second grade had 38% of students not reading on grade level. Starting off the 22-23 school year students have been grouped using data points from end of year assessments as well as beginning of year assessments (such as NSGRA) to group students with like skill support needs to close achievement gaps.

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

ELS has 47% of students score proficient on FSA in grades 3-5 ELA. The goal is to improve this to 52% proficiency for the 22-23 school year. Starting off the 22-23 school year students have been grouped using data points from end of year assessments as well as beginning of year assessments (such as NSGRA) to group students with like skill support needs to close achievement gaps.

**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)**

ELA proficiency will increase from 32% in kindergarten to 38%. First grade will increase from 41% proficiency to 46%. Second grade will increase from 62% proficiency to 67%. This will be measured by NSGA.

**Grades 3-5: Measureable Outcome(s)**

ELA Proficiency will increase by 5% from 47% to 52% on the new F.A.S.T. assessment at the end of the school year.

**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.

These areas will be monitored through progress monitoring assessments from the State, District, and School base. State assessments will provide data three times a year to show grade level progress, any district assessments will be used to drive instructional decisions, and school-based formatives to track progress to mastering a standard.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Hennessey, William, [william.hennessey@osceolaschools.net](mailto:william.hennessey@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?

Per the School District of Osceola County decision tree the following interventions will be used to support B.E.S.T. standards - Open Court Phonics Grades K-3, Early Interventions in Literacy, Corrective Reading, Benchmark Intervention Systems, Language Power, RISE, and LLI.

**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 intervention programs have been implemented in previous years with students who needed scaffolds to close achievement gaps in ELA to transfer skills from learning to read to reading to learn and becoming proficient readers on their grade level. This year there is dedicated time in all grade levels' schedules to support closing gaps in ELA.



**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
All students on campus will be grouped based on multiple data points to identify deficiencies in reading and will be targeted in small group instruction multiple times a week.	Cheverez, Carmen, carmen.cheverez@osceolaschools.net
Teachers will be provided on-going support with instructional resources during the 90-minute reading block to close achievement gaps and target skills that students need to be proficient with grade level standards.	Moreta, Gladys, gladys.moreta@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.**

A. The school will engage families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently communicate high expectations for all students. Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school

A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or



not) for

particular groups within a school and what needs to be done. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. In addition to culture we are also focusing on Social Emotional Learning. All classroom will be utilizing classroom meetings and teaching students the skills necessary for building and maintaining positive relationships.

We will build a positive school culture and environment by celebrating student culture and building relationships with the community and parents. We are focusing on being a school of culture and art. Our school has relevant art displayed throughout that is congruent to our students' culture. This gives students a sense of belonging. We also have an emphasis on celebrating the various cultures in our school through schoolwide events.

### **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 solicit staff feedback on schoolwide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. The school 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). Finally, The school provides all teachers with training on social and emotional skills, cultural competency, and management.