Flora Ridge Elementary School

2022-23 Schoolwide Improvement Plan

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Flora Ridge Elementary School

2900 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Dustin Sassic   Start Date for this Principal: 2/8/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (46%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Flora Ridge Elementary 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)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Inspiring all students to reach their highest potential.

Provide the school's vision statement.

To create an environment of high expectations where all learners achieve their full potential.

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
Sassic, Dustin	Principal	Guide the Vision and collective commitments. Follow the mission and vision of the school. Monitor all areas of the SIP for implementation and follow through by staff. Support staff with the resources and tools they need to be successful to ensure proper implementation with fidelity.
Nicholson, Randa	Assistant Principal	Follow the mission and vision of the school. Monitor all areas of the SIP for implementation and follow through by staff. Support staff with the resources and tools they need to be successful to ensure proper implementation with fidelity.
Barbour, Emily	Math Coach	Oversee all math/science instruction. Monitor and support teachers with student monitoring and all levels of tier support. Ensure teachers/staff have the tools to be successful, trainings to be aware of all implementation expectations. Support classrooms in modeling lessons and assist teachers in creating small groups and monitoring.Attend trainings and meetings to stay up to date on district/state expectations.
Wolferd, Joanne	Instructional Coach	Responsible for the implementation of PLC's. Will work with all PLC groups to ensure norms, expectations and goals are put in place. Track that all grades are documenting their levels of where they are and goals of next steps on how to get to the next level and achieve their ultimate goal. Attend trainings and meetings to stay up to date on district/state expectations.
Rodriguez, Maria	Reading Coach	Oversee all reading and writing instruction. Monitor and support teachers with student monitoring and all levels of tier support. Ensure teachers/staff have the tools to be successful, trainings to be aware of all implementation expectations. Support classrooms in modeling lessons and assist teachers in creating small groups and monitoring. Attend trainings and meetings to stay up to date on district/state expectations.

Demographic Information

Principal start date

Monday 2/8/2021, Dustin Sassic

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

5

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

47

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,029

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

8

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

7

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	145	159	163	156	168	193	0	0	0	0	0	0	0	984
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	2	1	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	2	22	2	16	0	0	0	0	0	0	0	42
Course failure in Math	0	0	0	15	2	16	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	70	75	0	0	0	0	0	0	0	150
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	73	87	0	0	0	0	0	0	0	164
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	0	0	0	2	1	23	0	0	0	0	0	0	0	26

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	4	3	1	3	0	1	0	0	0	0	0	0	0	12
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

Tuesday 8/16/2022

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	134	146	144	170	180	151	0	0	0	0	0	0	0	925
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	48	52	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	54	60	0	0	0	0	0	0	0	120
Number of students with a substantial reading deficiency	0	23	32	44	63	67	0	0	0	0	0	0	0	229

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	6	37	41	0	0	0	0	0	0	0	84

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	6	1	0	0	0	0	0	0	0	0	7
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	134	146	144	170	180	151	0	0	0	0	0	0	0	925
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	48	52	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	54	60	0	0	0	0	0	0	0	120
Number of students with a substantial reading deficiency	0	23	32	44	63	67	0	0	0	0	0	0	0	229

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Indicator	Grade Level													Total
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Students with two or more indicators	0	0	0	6	37	41	0	0	0	0	0	0	0	84

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	6	1	0	0	0	0	0	0	0	0	7
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	38%	48%	56%				42%	53%	57%
ELA Learning Gains	52%						55%	56%	58%
ELA Lowest 25th Percentile	54%						52%	51%	53%
Math Achievement	36%	44%	50%				45%	55%	63%
Math Learning Gains	46%						52%	59%	62%
Math Lowest 25th Percentile	50%						44%	45%	51%
Science Achievement	34%	46%	59%				33%	49%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	51%	-15%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	35%	51%	-16%	58%	-23%
Cohort Comparison		-36%				
05	2022					
	2019	36%	48%	-12%	56%	-20%
Cohort Comparison		-35%				

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	40%	54%	-14%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	39%	53%	-14%	64%	-25%
Cohort Comparison		-40%				
05	2022					
	2019	36%	48%	-12%	60%	-24%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	45%	-17%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	55	46	16	38	46	26				
ELL	30	51	63	30	44	49	25				
ASN	78	54		72	54						
BLK	39	52		33	38		50				
HSP	35	51	57	33	45	49	27				
MUL	41			35							
WHT	42	67		48	55						
FRL	35	51	55	32	41	45	30				
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	26		21	11		22				
ELL	37	53	48	33	32	27	35				
ASN	50			71							
BLK	36	42		27	25		8				
HSP	41	53	43	35	32	27	39				
MUL	43			21							
WHT	45			43							
FRL	31	47	43	29	25	25	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	45	36	23	48	38	15				
ELL	35	56	52	41	55	48	28				
ASN	52	71		59	76		40				
BLK	30	38		22	23						
HSP	39	54	51	43	52	44	29				
WHT	65	59		60	51		58				
FRL	38	52	47	41	49	36	30				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	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	42
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

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	53
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	43
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?

We raised our lowest 25% in reading and Math, but we were lower in proficiency in reading and math and science.

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

Proficiency in Reading, Math and Science

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

There needs to be a focus on foundational math skills to build off of, and phonics in K-3.

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

Lowest quartile in Reading and Math made gains.

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

We focused on interventions within this group and scheduling these students into highly effective teachers.

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

Continue to strengthen our progress monitoring and ensuring students are receiving the right interventions.

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.

Through PLC's, we will support teacher teams in planning lessons to meet the needs of our diverse learners.

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

Planning support to scaffold for our ELL students in all areas.

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	
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 supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2021-2022 Panorama Survey showed a 62% of students answered favorably about school belonging. In 2022-2023 this question will be increased by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. 2. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop inventions as required.
Person responsible for monitoring outcome:	Dustin Sassic (dustin.sassic@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Describe the resources/ criteria used for selecting this strategy.

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through collaboration during their PLC planning time.
4. Teachers will encourage and facilitate students' shared decision-making through consensus/action planning.
5. School will actively promote a post-secondary culture through Xello Lessons.
6. Teachers will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self

efficacy, and social awareness where applicable.
7. Teachers 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 Stocktake.

Person Responsible   Dustin Sassic (dustin.sassic@osceolaschools.net)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.	ELA, Math, proficiency, and gains will increase 50% 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.
Person responsible for monitoring outcome:	Joanne Wolferd (joanne.wolferd@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. PLC teams will develop and implement formulated meeting Collective Commitments (NORMs) that are agreed upon and adhered to by all team members.
2. 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.
3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.
4. Current Data will be used by each PLC team to assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.
5. Each grade level or content area team will have an embedded leadership team member to monitor and assist in the process.

6.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   Joanne Wolferd (joanne.wolferd@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021 -2022 school data finding that only 38% 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, and gains will be 50% in all groups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. 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. 2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. 3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
Person responsible for monitoring outcome:	Maria Rodriguez (maria.rodriguez@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

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

All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement

instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.
Administration will offer additional intervention time to support struggling students.
Staff will utilize high-quality ELA instructional materials which are found in the curriculum unit plans.
Kindergarten Open Court
First Grade Open Court
Second Grade Open
RISE reading for all Tier 2 students
Students will participate in targeted intervention Tier 1,2, & 3.
Meetings weekly/bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.
Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible   Maria Rodriguez (maria.rodriguez@osceolaschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021 -2022 school data finding that only 36% 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, and gains will be 50% in all groups.
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:	Emily Barbour (emily.barbour@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.
Rationale for Evidence-based	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

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

Action Steps to Implement

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

1.Teachers will intentionally plan for the appropriate stages of fluency
2.Students will be presented with a problem of the week focused on the fluency benchmarks for their grade level.
3.Professional development will be conducted throughout the year that focuses on the development of fluency across grade levels
4.Teachers will implement a fluency center that focuses on developing appropriate automaticity.
5.Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking of fluency benchmarks by utilizing placemat consensus
6.Teachers will use formative assessment data to identify student needs
7.Students will be cognitively engaged in instruction using high-quality questioning and discussion
8.The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance.
9. Students will participate in targeted intervention Tier 1,2, & 3.
10.Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible	Emily Barbour (emily.barbour@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.**	Science proficiency will increase by 6% from 34% to 40%
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:	Emily Barbour (emily.barbour@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 Process learning 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 (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.

1. Identify team members who will lead the needs assessment, planning, learning, and monitoring of science instructional practices.
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?
4. Use data (formative assessments and progress monitoring) to discuss student learning gains and plan for professional learning and coaching needs.
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.
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.
7. Teachers will participate in PD that will AVID strategies including Kagan, WICOR , Cor nell notes and interactive notebooks.

Person Responsible   Emily Barbour (emily.barbour@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

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
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.
Second Grade Open Court Implementation of decoding phonics/ word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development.

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

Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.
5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.
6. Administration will offer additional intervention time to support struggling students.

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)

50% of students will be proficient in Reading according to STAR Early Literacy.

Grades 3-5: Measureable Outcome(s)

50% of Students will be proficient according to the FAST ELA.

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.

We will monitor students through formative assessment and NSGRA. At the end of the year students will take the ELA FAST assessment.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Rodriguez, Maria, maria.rodriguez2@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?

We will be using RISE to ensure students are moving from Tier 2 to Tier 1 in reading.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement:
List the action steps that will be taken 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
The Literacy Coach will identify students who are below grade level in Reading 1-3 levels on NSGRA. RISE will be used with that group of students and will be reassessed until they are on grade level. Groups will be fluid to ensure we meet the needs of every student.	Rodriguez, Maria, maria.rodriguez2@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.

We have a school wide PBIS System that promotes a positive school culture through mutual respect. We have created a cultural calendar in which we celebrate the many cultures of our diverse population to build a sense of belonging. Building a strong PTO and Parent Leadership academy that promotes parent involvement and provides resources to the families in our community. Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

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

The school leadership team including the Principal, Assistant Principal, EES, Dean, MTSS Coach, all teachers and staff are responsible for promoting a positive school culture.