Highlands Elementary School

2022-23 Schoolwide Improvement Plan

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Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Magali Rassel

Start Date for this Principal: 5/6/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: D (38%) 2018-19: C (42%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Highlands Elementary is to nurture, guide, and challenge all of our students to achieve their maximum potential.

Provide the school's vision statement.

Highlands Elementary School, in partnership with parents and community members, is committed to creating an environment of high academic expectations where all individuals through support, interventions and enrichment, grow to their greatest 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
Cummins, Patricia	Principal	The principal will oversee SIP and StockTake process. Weekly check-ins with leadership team will monitor data for ELA, Math, and Science including growth and achievement for SWD and ELL subgroups. Conduct walkthroughs, evaluations, and provide continual feedback to improve instructional practices.
Ramirez, Sandra	Assistant Principal	The assistant principal will assist the principal in the operation and management of all activities and functions which occur within a school. The assistant principal will assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. The assistant principal will serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. The assistant principal will develop and facilitate the stocktake plan and will meet with point people to collect and review data, monitor ratings data, and develop the agenda for stocktake. The assistant principal will be responsible for updating the principal on action step related to identified goals. The assistant principal will participate in PLC meetings, walkthroughs, and provide timely and actionable feedback specific to this process.
Gurdon, Jenay	Math Coach	Ms. Gurdon is the math and science instructional coach. She will be responsible for ensuring grade level standards-based Tier 1content is planned and delivered in all grades. The coach will provide resources to PLCs, support implementation of common assessments, and monitor progress. Math coach will communicate with assistant principal to provide updates on the state of math and science for monthly stocktake meetings. The math coach will support classroom instruction by modeling and coteaching lessons.
Wilson, Julia	Reading Coach	Mrs. Wilson, literacy coach, will support improving literacy for all students through weekly PLC support, including standards-based lesson planning, creating common assessments, and providing grade appropriate resources for students. Mrs. Wilson will provide professional development on research-based reading and writing strategies to increase literacy. In addition, the literacy coach will model lessons using high yield strategies to increase teacher proficiency. Updates for reading and writing will be monitored by the coach and reported monthly to the assistant principal. In turn, data will be used as a priority topic in all monthly stocktake meetings.
Ruiz, Jessica	ELL Compliance Specialist	As the education specialist for English Language Learners (ELLs), Mrs. Ruiz is responsible for monitoring all second language learners. As the specialist for ELL students, Mrs. Ruiz will assess and monitor all LY students to ensure students are receiving appropriate supports in academic classes, as well as increasing academic proficiency. Mrs. Ruiz will provide professional development to paraprofessionals and teachers during PLC time in methods and strategies for ensuring equity of instruction for all English Language

Name	Position Title	Job Duties and Responsibilities
		Learners. Progress will be monitored through common assessments and Access 2.0 testing. Additionally, Mrs. Ruiz will collaborate with families to ensure accommodations are provided and progress is attained. The EES will report monthly updates and monitoring to the assistant principal as part of the data collection process for stocktake and problem solving meetings.
Adorno, Ileana	School Counselor	Counselor will participate in stocktake, leadership meetings, and MTSS meetings. Responsibilities will include monitoring mental health referrals, meeting with individual and small groups of students for social skills, support FIT students, develop 504 plans as needed, and communicate with families.
Loew, Diann	Other	Mrs. Loew is the restorative Coach. She will implement districtwide restorative practices and PBIS model at the school utilizing current best practices in restorative practices and PBIS. Mrs. Loew will consult with Principal, Assistant Principal and staff concerning behavioral expectations and needs of students. Mrs. Loew will provide support and guidance on the implementation and integration of restorative practices and PBIS in the school. She will provide professional development to support restorative practice and PBIS. Mrs. Loew will participate in conferences with parents and guardians to review student's performance, behavior, and other issues as part of the MTSS-Behavior tiered intervention process.
Gotwalt, Amanda	Instructional Coach	MTSS coach is responsible for maintaining data for reading, math, science, and behavior. Lead monthly data chats with teachers; Organize academic groups for iii interventions. Train staff and organize groups for Tier 2 and 3 interventions to support reading and math goals, as well as social emotional goals. Communicate with stakeholders about student intervention needs (parents, teachers, leadership team). Lead weekly problem-solving team meetings with leadership team and the school psychologist.
Sarete Anderson, Federico	School Counselor	Counselor will participate in stocktake, leadership meetings, and MTSS meetings. Responsibilities will include monitoring mental health referrals, meeting with individual and small groups of students for social skills, support FIT students, develop 504 plans as needed, and communicate with families.

Demographic Information

Principal start date
Sunday 5/6/2018, Magali Rassel

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

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

6

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

594

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.

11

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	93	107	111	80	99	101	0	0	0	0	0	0	0	591
Attendance below 90 percent	1	27	19	19	12	18	0	0	0	0	0	0	0	96
One or more suspensions	1	1	1	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	11	12	5	0	0	0	0	0	0	0	28
Course failure in Math	0	0	0	0	7	1	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	31	53	0	0	0	0	0	0	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	39	61	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	0	71	52	0	0	0	0	0	0	0	0	0	0	123

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	3	6	23	23	0	0	0	0	0	0	0	57

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	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/30/2022

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	99	117	93	99	91	100	0	0	0	0	0	0	0	599
Attendance below 90 percent	10	18	15	13	9	16	0	0	0	0	0	0	0	81
One or more suspensions	0	2	0	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	22	26	20	0	0	0	0	0	0	0	68
Course failure in Math	0	0	1	12	14	6	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	31	50	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	39	57	0	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	0	38	32	31	0	0	0	0	0	0	0	0	0	101

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	9	24	31	0	0	0	0	0	0	0	64

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	4	11	7	10	0	0	0	0	0	0	0	32
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	99	117	93	99	91	100	0	0	0	0	0	0	0	599
Attendance below 90 percent	10	18	15	13	9	16	0	0	0	0	0	0	0	81
One or more suspensions	0	2	0	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	22	26	20	0	0	0	0	0	0	0	68
Course failure in Math	0	0	1	12	14	6	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	31	50	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	39	57	0	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	0	38	32	31	0	0	0	0	0	0	0	0	0	101

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	9	24	31	0	0	0	0	0	0	0	64

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	4	11	7	10	0	0	0	0	0	0	0	32
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	37%	48%	56%				42%	53%	57%
ELA Learning Gains	48%	56%	61%				50%	56%	58%
ELA Lowest 25th Percentile	41%	47%	52%				48%	51%	53%
Math Achievement	30%	47%	60%				37%	55%	63%
Math Learning Gains	44%	55%	64%				48%	59%	62%
Math Lowest 25th Percentile	39%	46%	55%				32%	45%	51%
Science Achievement	28%	43%	51%				36%	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	31%	51%	-20%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	38%	51%	-13%	58%	-20%
Cohort Comparison		-31%				
05	2022					
	2019	34%	48%	-14%	56%	-22%
Cohort Comparison		-38%				

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	27%	54%	-27%	62%	-35%
Cohort Comparison		0%				
04	2022					
	2019	31%	53%	-22%	64%	-33%
Cohort Comparison		-27%				
05	2022					
	2019	33%	48%	-15%	60%	-27%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	45%	-14%	53%	-22%
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	16	32	36	16	39	31	18				
ELL	26	46	44	23	42	36	17				
BLK	32			21	50						
HSP	35	45	44	29	44	39	26				
WHT	60	57		42	38						
FRL	34	43	38	28	44	31	25				

	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	5	13		7	25	27					
ELL	30	33	27	27	28	31	25				
BLK				19							
HSP	37	42	33	33	40	33	31				
WHT	59			50							
FRL	34	45	41	34	45	35	33				

	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	23	25	22	26	32	28	29				
ELL	32	45	50	31	48	33	28				
BLK	37	53		24	53		55				
HSP	41	49	51	37	48	31	33				
WHT	43	53		38	47		27				
FRL	40	50	50	34	46	27	34				

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)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	49
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

According to 2021 FSA, we increased from 36% to 37% in ELA proficiency, ELA gains 44% to 48%, Math gains 42% to 44%, Math lowest quartile 33% to 39%. ELA lowest quartile 33% to 41%.
Math achievement dropped from 34% to 30%, Science achievement 31% to 28%.
Race Subgroup: Black: 21% math achievement, Hispanic: 29% math achievement. Sex Subgroup: Female: 22% math achievement, and 21% science achievement. ESE Subgroup: 16% ELA and math achievement, and 18% science achievement.

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

When analyzing FSA data, 3rd grade proficiency was 31% and Math proficiency was 25%. Area of focus 4th grade Math. 4th grade ELA proficiency was 36% and Math proficiency 33%.

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

Data shows tasks not being implemented with fidelity. Math instruction not aligned to the curriculum unit plans consistently. Planning sessions evident however data analysis can be improved. Lack of student attendance.
Admin/Leadership:
Define explicit intentional instruction: intentional teaching of well-defined skills or strategies that are broken down and taught directly in a series of carefully sequenced steps, clear and consistent teacher instructions, teacher modeling before students are asked to perform skill/strategy independently, use of "think-aloud" to draw attention to the step-by-step process of applying skills (gradual release of responsibility- I do, we do, you do)
Establish clear expectations and protocols for common planning time: (before, during, after common planning)
Establish proficiency targets for midyear and end of year
Provide ESOL PD using WIDA and Can-Do Descriptors.
District and School-Based Instructional coaches will facilitate common planning to include:
What is the standard asking students to know, understand, and do?

Provide examples of tasks that start at grade level expectation (teachers actually perform the task).
Plan for scaffolds to use during instruction not to drive instruction.
Ensure key resources are utilized (BEST Standards FLDOE ELA Resources, district curriculum, Can Do Descriptors, AVID Strategies, ESOL Strategies, etc.)
Teachers:
Instructional alignment to the intended learning of the benchmark
Task alignment to the intended learning of the benchmark
Students engaged in tasks to deepen understanding of the benchmark (release learning to students without over scaffolding)
Utilization of AVID and ESOL strategies
Professional development put into practice

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

According to FSA assessment, ELA gains 44% to 48%, Math gains 42% to 44%, Math lowest quartile 33% to 39%. ELA lowest quartile 33% to 41%.

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

Consistent content related PD's, PLC's(1 to 2 times a week), Math tutoring during block, ability grouping, iii intervention students grouped by standard and skill. Math focus standard of the week. Additional math support in classrooms for grades 3rd - 5th. 5th grade Science tutoring during block.

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

Provide students with ELA, Math and Science support through enrichment and acceleration. 4th and 5th grade Science club. Continue data driven PLC's/planning. Continue to ability group, iii intervention students grouped by standard and skill. Dedicated time in master schedule for both Reading and Math intervention 4 times a week. Daily classroom walkthroughs to provide feedback and support (PD, modeling, coaching, peer observation) to teachers while observing trends and instruction practices. Instructional mentors and coaches will support new teachers

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.

Open Court implementation training for our new kindergarten through second grade teachers, NSGRA training for all new K-5 teachers' refresher for returning teachers, guided reading training for new teachers, refresher for returning teachers, McGraw Hill Math training- using website resources, accessing and analyzing reports, using RedBird, ESOL sheltered training and scaffolds, AVID.

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

Science Club, participating the science exploration, implementing the Science Cups which includes hands on experiments. 5th grade participation in STAR base STEM field trips. Dedicated time in master schedule for both Reading and Math intervention 4 times a week. Before and or afterschool tutoring for ELA, Math or Science.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Ensure high levels of learning for all students in ELA (ESE/ELL proficiency). Based on 2021-2022 FSA results, 37% of students were proficient in ELA. Our goal is to have 50% of our students test at proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By end of 2022-2023 school year, 50% of students will show proficiency on Progress Monitoring Assessment. By end of 2022-2023 school year, 90% of classroom teachers will provide students with ELA benchmark- aligned tasks as evident in walkthroughs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. 2. 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. 3. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. 4. Leadership team will monitor classroom observations and improvement in student achievement on common formative assessment 5. Based on classroom observations, professional development will be developed to provide teachers with best practices to help increase student performance.
Person responsible for monitoring outcome:	Julia Wilson (julia.wilson@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 leadership, 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 English language learners and students 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	Research indicates meaningful analysis of data by teachers and administrators leads to purposeful instruction and purposeful decision making, ultimately increasing student achievement (Institute of Education Sciences, 2020). Additionally, using collaborative process focused on common formative assessments and instructional practices will result in increased student achievement (DuFour, 2011).

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.

The leadership team will monitor student growth by using common formative assessment data as well as classroom walkthroughs. Weekly MTSS problem-solving meetings will be held with leadership and collaborating teams. Tiered instruction per district decision tree

Person Responsible	Amanda Gotwalt (amanda.gotwalt@osceolaschools.net)

Provide professional development for instructional staff based on identifiable needs indicated through classroom walk throughs, common assessment results, and staff requests. Guidance will be provided with regard to appropriate differentiation of instruction in order to meet academic needs of students. Specific professional development focusing on whole group, small group and 1:1 support for all students will be provided on an ongoing basis.

Person Responsible	Julia Wilson (julia.wilson@osceolaschools.net)

During backwards planning utilize formative assessments to drive instruction and plan for reteaching and enrichment activities , focus on teacher clarity, delivery of curriculum unit plans (embed AVID Strategies to increase student engagement) instructional strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning.

Person Responsible	Julia Wilson (julia.wilson@osceolaschools.net)

Instructional staff will analyze Tier 1 assessment data to determine student growth toward proficiency and create action steps for growth.

Person Responsible	Julia Wilson (julia.wilson@osceolaschools.net)

By conducting classroom walkthroughs and providing feedback, monitoring team planning/ PLC's and providing school based professional development, we will strive to reach 100% fidelity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible	Julia Wilson (julia.wilson@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.
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/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible	Julia Wilson (julia.wilson@osceolaschools.net)

RISE reading for T2 students in grades 1-5.

Person Responsible	Amanda Gotwalt (amanda.gotwalt@osceolaschools.net)

RCS will collaborate with VE teachers to monitor data after formative assessments and assist in planning appropriate strategies for growth. Academic coaches will provide planning support to ensure alignment to grade level standards.

Person Responsible   Jennifer Stubbs (jennifer.stubbs@osceolaschools.net)

ELL support in the classroom will occur through collaboration of EES and ensuring students are supported in all courses by providing necessary scaffolds regarding ELL instructional strategies.

Person Responsible   Jessica Ruiz (jessica.ruiz@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.	Ensure high levels of learning for all students in Math (ESE/ELL proficiency). Based on 2021-2022 FSA results, 30% of students were proficient in Math. Our goal is to have 46% of our students test at proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By end of 2022-2023 school year, 50% of students will show proficiency on Progress Monitoring Assessment. By end of 2022-2023 school year, 90% of classroom teachers will provide students with Math benchmark- aligned tasks as evident in walkthroughs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. 2. 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. 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. Leadership team will monitor classroom observations and improvement in student achievement on common formative assessment 5. Based on classroom observations, professional development will be developed to provide teachers with best practices to help increase student performance.
Person responsible for monitoring outcome:	Jenay Gurdon (jenay.gurdon@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 leadership, 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 English language learners and students 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	Research indicates meaningful analysis of data by teachers and administrators leads to purposeful instruction and purposeful decision making, ultimately increasing student achievement (Institute of Education Sciences, 2020). Additionally, using collaborative process focused on common formative assessments and instructional practices will result in increased student achievement (DuFour, 2011).

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.

Provide professional development for instructional staff based on identifable needs indicated through classroom walk throughs, common assessment results, and staff requests. Guidance will be provided with regard to appropriate differentiation of instruction in order to meet academic needs of students. Specific professional development focusing on whole group, small group and 1:1 support for all students will be provided on an ongoing basis.

Person Responsible   Jenay Gurdon (jenay.gurdon@osceolaschools.net)

Leadership team will monitor student growth and achievement through progress monitoring and common assessment data as well as classroom walkthroughs. MTSS problem-solving meetings will be held bi-weekly with leadership and collaborating teams.

Collaborative teams will use common assessment data to determine instructional strategies for differentiation and multi-tiered support.

Person Responsible   Amanda Gotwalt (amanda.gotwalt@osceolaschools.net)

ELL support in the classroom will occur through collaboration of EES and ensuring students are supported in all courses by providing necessary scaffolds regarding ELL instructional strategies.

Person Responsible   Jessica Ruiz (jessica.ruiz@osceolaschools.net)

During backwards planning utilize instructional Tasks from the big M and plan for reteaching and enrichment activities , focus on teacher clarity, delivery of curriculum unit plans (embed AVID Strategies to increase student engagement) instructional strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning.

Person Responsible   Jenay Gurdon (jenay.gurdon@osceolaschools.net)

Provide Tiered Math intervention based on the district decision tree.

Person Responsible   Jenay Gurdon (jenay.gurdon@osceolaschools.net)

RCS will collaborate with VE teachers to monitor data after formative assessments and assist in planning appropriate strategies for growth. Academic coaches will provide planning support to ensure alignment to grade level standards.

Person Responsible   Jennifer Stubbs (jennifer.stubbs@osceolaschools.net)

#3. 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.**	Based on the the 2021-2022 student data from the FSSA, science achievement was 28%. This data presents a need for improvement to accomplish high levels of science achievement for all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By end of 2022-2023 school year, 42% of students will show proficiency on FSSA. By end of 2022-2023 school year, 90% of classroom teachers will provide students with Science benchmark- aligned tasks as evident in walkthroughs.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool. 2. Administration, leadership team, and Science Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 3. School Stocktake Model will take place every month and the Science Coach will report progress to the Principal on the Area of Focus. 4. Leadership team will monitor classroom observations and improvement in student achievement on common formative assessment 5. Based on classroom observations, professional development will be developed to provide teachers with best practices to help increase student performance
Person responsible for monitoring outcome:	Jenay Gurdon (jenay.gurdon@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 leadership, 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 English language learners and students 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**	Studies show that the 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 assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010).

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.

Staff professional development will include the proper use of technology, and best practice strategies for increasing authentic engagement, and will be monitored through classroom walk throughs.

Person Responsible	Jenay Gurdon (jenay.gurdon@osceolaschools.net)

Instructional staff will implement standards-aligned district curriculum unit plans following the 5 E Model and use assessment data to guide collaborative planning, instruction, and assessment.

Person Responsible	Jenay Gurdon (jenay.gurdon@osceolaschools.net)

District and PLC formative assessments will be used to frequently assess student progress. PLC will analyze data to make data-driven decisions.
NWEA progress monitoring data will be used to monitor student proficiency, to help with providing differentiating instruction. (Science tutoring)

Person Responsible	Jenay Gurdon (jenay.gurdon@osceolaschools.net)

ELL support in the classroom will occur through collaboration of EES and ensuring students are supported in all courses by providing necessary scaffolds regarding ELL instructional strategies. Use ELL/ESE strategies to enforce vocabulary.

Person Responsible	Jessica Ruiz (jessica.ruiz@osceolaschools.net)

Participation in Starbase will provide exposure to hands on standards based activities.

Person Responsible	Jenay Gurdon (jenay.gurdon@osceolaschools.net)

#4. Positive Culture and Environment specifically relating to Culture and Environment	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Life Skills of our students is paramount to the improvement of behavior and school climate. By cultivating a safe, equitable and diverse environment in which students have the skill set to identify problems/obstacles and work through issues that arise in a manner that is productive and positive, students are then able to dedicate a greater focus on academic growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	According to 2022, Panorama Spring survey 62% of the students felt a sense of belonging. 80% of students will complete the panorama survey Panorama survey results will demonstrate a 5% increase in students that express feeling safe and included on campus Decrease in referrals by 3% schoolwide
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring the number of students that have participated in the Wellness Survey (Panorama) during the dedicated window in order to ensure that a minimum of 80% of students have a voice to questions asked via the survey. Pull weekly referral report by grade level to ensure appropriate supports are provided for students that demonstrate an increase in office referrals (use of Zones of Regulations and/ Harmony).
Person responsible for monitoring outcome:	Ileana Adorno (ileana.adorno@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	If every child is to be successful, then schools must include opportunities to meet the needs of every child for individual growth. SEL curriculum leads to less disciplinary issues and improved classroom climate (Herrenkohl, Jones, Lea, & Malorni, 2020). Positive classroom atmospheres incite opportunities for students to focus on learning and peer collaboration. Further, systematic incorporation of social emotional skills supports specific teaching of 21st century skills, such as "curiosity, initiative, persistence, adaptability, leadership and social and cultural awareness" (Garcia Alvarez, 2018, p. 154).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Consistency and quality of instructional programs tied to classroom instruction prove impactful in creating a safe and positive classroom and school environment. Teacher and staff training, school-wide programs and structures, and strategies for improving school climate lead to greater student impact. When a safe environment is present, academic and behavior improvements follow (CASEL, 2020).

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.

Incorporate life skills strategies in all curriculum-based professional development.

Person Responsible   Ileana Adorno (ileana.adorno@osceolaschools.net)

School counselors will push in classrooms to provide social emotional curriculum in whole class setting (i.e. Safer, Smarter Kids or Monique Burr- Child Safety Matters).

Person Responsible   Federico Sarete Anderson (federico.sareteanderson@osceolaschools.net)

Tier 1- Implement schoolwide Zones of Regulation/Harmony- teachers will conduct lesson plans during first quarter.
School counselors will monitor the implementation of Zones of Regulation/Harmony with students who demonstrate an increase in office referrals.

Person Responsible   Ileana Adorno (ileana.adorno@osceolaschools.net)

Professional development for all staff to foster a welcoming school environment with high expectations. Additionally, professional development will provide understanding of use of the discipline flowchart, writing minor infractions, and writing referrals.

Person Responsible   Sandra Ramirez (sandra.ramirez@osceolaschools.net)

Schoolwide post secondary culture for all students: Classroom teachers were provided with professional development regarding the implementation of XELLO. Additionally, the math/science coach will provide additional professional development with a specific focus on XELLO.

Person Responsible   Jenay Gurdon (jenay.gurdon@osceolaschools.net)

#5. 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.	Teachers will participate in authentic PLCs in all accountability areas, plan engaging lessons using high yield strategies and best practices. Create common formative assessments that will 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.	By end of 2022-2023 school year, 50% of students will show proficiency in ELA. Math and Science Progress Monitoring Assessment (FAST) By the end of 2022-2023 school year, all professional learning teams will function at a Stage 5 or higher according to the Seven Stages of Professional Learning Communities.
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:	Sandra Ramirez (sandra.ramirez@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.

PLC teams will meet weekly to discuss and work on analyzing student data, share strategies learned (scaffolds, previewing text, and determining key vocabulary and others) to plan lessons that support students during learning.

Person Responsible	Sandra Ramirez (sandra.ramirez@osceolaschools.net)

PLC teams will develop NORMS that are agreed upon and adhered to by all team members. Establish and maintain a framework for PLC meeting to make the "work" meaningful.

Person Responsible	Sandra Ramirez (sandra.ramirez@osceolaschools.net)

Mentoring will be provided by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

| **Person Responsible** | Diann Loew (diann.loew@osceolaschools.net) |

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

| **Person Responsible** | Patricia Cummins (patricia.cummins@osceolaschools.net) |

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 K-2 NSGRA results, 71 1st grade students scored below grade level and 55 2nd grade students scored below grade level.
The instructional practice that will be used, Early Interventions in Reading (What works Clearinghouse evidence: potentially positive effects)

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

Based on 2021-2022 3-5 FSA results, 37% of students were proficient in ELA. Our goal is to have 50% of our students test at proficient.
The instructional practice that will be used, RISE accelerated interventions (Visual Learning effect size- small group learning:.47 promising)

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By end of 2022-2023 school year, 50% of students will show proficiency on Progress Monitoring Assessment.

Grades 3-5: Measureable Outcome(s)

By end of 2022-2023 school year, 50% of students will show proficiency on Progress Monitoring Assessment.

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 use the NEST walkthrough tool to assist in collecting trend data related to our goal of improving classroom instruction. Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool.
2. 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.
3. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus.
4. Leadership team will monitor classroom observations and improvement in student achievement on common formative assessment
5. Based on classroom observations, professional development will be developed to provide teachers with best practices to help increase student performance.

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

Ramirez, Sandra, sandra.ramirez@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. §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?

The identified evidence-based practices/programs meet Florida's definition of evidence-based.
Yes, the evidenced-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan.
Yes, evidence-based practices/programs align to the B.E.S.T ELA Standards?

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

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

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

Yes, the evidence-based practices/programs address the identified need.
Yes, the identified practices/programs show proven record of effectiveness for the target population.

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
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/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.	Wilson, Julia, julia.wilson@osceolaschools.net
RISE reading for T2 students in grades 2-5.	Gotwalt, Amanda, amanda.gotwalt@osceolaschools.net
Early Interventions in Reading for Tier 2 students in grades K-1.	Gotwalt, Amanda, amanda.gotwalt@osceolaschools.net

Positive Culture & Environment

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

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

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, as well as hold staff responsible for implementing changes. It frequently communicates high expectations for all students. Leaders demonstrate how those beliefs manifest in the school building. For example: Collaborative planning is solutions-oriented and based on disaggregated data.
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/out 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 and provide ongoing training and feedback to teachers on implementing these approaches. 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. 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.

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

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. 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). It is a priority for the school
to intentionally engage with families of historically underserved students (by providing opportunities for
small group conversations with school leaders. Finally the school provides all teachers with training on
social and emotional skills, culturally competent and management.