

School District of Osceola County, FL

Lakeview Elementary School



2022-23 Schoolwide Improvement Plan

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Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Jose Vazquez

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (60%) 2017-18: C (51%)
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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Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	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	66%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lakeview Elementary will improve student academic performance through a culture of care and collaboration among faculty, staff, parents, and community members that inspires students to be respectful, responsible, problem solvers.

Provide the school's vision statement.

To develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe, and supportive learning environment that promotes equity and celebrates diversity

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
Vazquez, Jose	Principal	Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a schoolwide MTSS model that looks at all subgroup data, facilitate the ESS/ELL task force, conduct periodic Stock Take meetings to monitor students' achievement and the instructional model, ensure that the budget supports the needs of students to increase achievement.
Fiola, Annamaria	School Counselor	Participates in the MTSS process, monitors the implementation of the school-wide PBiS plan and provides training and support, acts as the 504 designee, MTSS Coach, and Gifted point of contact. She monitors attendance and works with families in Transition.
Macky, Joyce	Administrative Support	Responsibilities include providing training and support on teacher's available resources, assists with implementation of instructional technology programs, provides training on supplemental resources, acts at the test coordinator, participates in the MTSS process, monitors literacy achievement as a member of the leadership team. Participate in Stocktake with a focus on positive culture and environment.
Ramirez Rubio, Joyce	Math Coach	Monitor student math/science achievement, work with the coaching impact cycle to improve math/science instructional practice, model lessons, work with intervention to ensure progress towards increased proficiency, assist with MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in math/science.
Howes, Kim	Other	As a member of the leadership team responsibilities include intervention PD, work with Paraprofessionals (ELL, ESE, and General Education) to ensure high quality intervention practices, assist with standards based planning to the level of the standard, serve as a model for implementing intervention in the area of ELA and writing. Monitors the implementation of the school-wide PBiS plan and provides training and support. Facilitates the MTSS process and monthly meetings. Participates in Stocktake with a focus on ESSA sub groups.
Todd, Amber	Other	As a member of the leadership team responsibilities include intervention PD, work with Paraprofessionals (ELL, ESE, and General Education) to ensure high quality intervention practices, assist with standards based planning to the level of the standard, serve as a model for implementing intervention in the area of ELA and writing. Monitors the implementation of the school-wide PBiS plan and provides training and support. Facilitates the MTSS process and monthly meetings. Participates in Stocktake with a focus on ESSA sub groups.
Walcott, Stephanie	Reading Coach	Monitor student reading achievement, work with the coaching impact cycle to improve ELA instructional practice, model lessons, work with intervention to ensure progress towards increased proficiency, assist with

Name	Position Title	Job Duties and Responsibilities
		MTSS, professional development, stock take meetings, and vertical articulation to identify and plan for essential standards in ELA.
Krebs, Nichole	Assistant Principal	Responsibilities include monitoring for instructional effectiveness, evaluation of the staff, implementing a schoolwide MTSS model that looks at all subgroup data, facilitate the ESS/ELL task force, conduct periodic Stock Take meetings to monitor students' achievement and the instructional model, ensure that the budget supports the needs of students to increase achievement.
Walsh, Deborah	Staffing Specialist	ESE Compliance, student placement, teacher professional development, and small group instruction.

Demographic Information

Principal start date

Tuesday 8/2/2022, Jose Vazquez

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

2

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

15

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

706

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

4

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

9

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	109	118	119	116	132	0	0	0	0	0	0	0	706
Attendance below 90 percent	4	25	17	25	18	12	0	0	0	0	0	0	0	101
One or more suspensions	0	1	2	3	5	1	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	3	9	4	8	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	11	16	6	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	24	32	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	26	31	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	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	8	9	7	0	0	0	0	0	0	0	24

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	6	1	0	11	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/11/2022

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	100	109	97	108	113	121	0	0	0	0	0	0	0	648
Attendance below 90 percent	7	10	17	10	12	14	0	0	0	0	0	0	0	70
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	2	20	25	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	23	35	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	2	4	0	2	0	1	0	0	0	0	0	0	0	9
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	100	109	97	108	113	121	0	0	0	0	0	0	0	648
Attendance below 90 percent	7	10	17	10	12	14	0	0	0	0	0	0	0	70
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	2	20	25	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	23	35	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Students with two or more indicators 0 0 0 0 4 5 0 0 0 0 0 0 0 9

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 2 4 0 2 0 1 0 0 0 0 0 0 0 9

Students retained two or more times 0 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	52%	48%	56%				59%	53%	57%
ELA Learning Gains	57%						64%	56%	58%
ELA Lowest 25th Percentile	43%						57%	51%	53%
Math Achievement	55%	44%	50%				68%	55%	63%
Math Learning Gains	65%						67%	59%	62%
Math Lowest 25th Percentile	52%						49%	45%	51%
Science Achievement	48%	46%	59%				59%	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	50%	51%	-1%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	57%	51%	6%	58%	-1%
Cohort Comparison		-50%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	48%	15%	56%	7%
Cohort Comparison		-57%				

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	64%	54%	10%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	63%	53%	10%	64%	-1%
Cohort Comparison		-64%				
05	2022					
	2019	67%	48%	19%	60%	7%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	45%	12%	53%	4%
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	25	41	40	35	55	45	37				
ELL	39	55	40	45	66	65	25				
BLK	43	60		40							
HSP	49	57	41	52	67	59	38				
MUL	78	64		78	73						
WHT	55	56	38	56	63	47	61				
FRL	46	56	41	47	59	53	39				

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	21	29		23	29	9	13				
ELL	32	35	30	34	38		24				
BLK	53			65							
HSP	46	49	53	50	51	21	42				
MUL	50			57							
WHT	64	68		62	76		73				
FRL	44	55	58	44	50	23	35				

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	19	50	50	31	59	52	42				
ELL	35	60	80	52	64	47	46				
BLK	47	29		53	79						
HSP	52	66	64	66	69	48	57				
MUL	75			67							
WHT	65	68	62	71	64	42	64				
FRL	51	62	51	61	61	54	54				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	49
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	
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	48
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	53
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
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	51
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?

Trends over time have shown that some staff members do not take ownership for the learning of ALL students. With the recent changes in the school's demographics, this has become a school wide area of focus and driver for additional supports and professional development to change teachers' perception of SWD and ELLS and increase ownership of student achievement. Ensure all students are receiving the appropriate resources, modifications, and accommodations.

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

Students with Disabilities (SWD) showed the lowest performance with an ESSA index of 40%. This is evident in our Lowest Quartile ELA Achievement Level of 43%. After desegregating data in our Lowest Quartile ELA Achievement Level, the following subgroup were also identified as areas of improvement. Our Hispanics subgroup demonstrated Lowest Quartile ELA Achievement Level of 38%. Our Males subgroup demonstrated Lowest Quartile ELA Achievement Level of 27%. An increase in the SWD population of students and a decrease in staff to serve them based on individual student needs has led to lower performance for this subgroup.

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

Trends over time have shown that some staff members do not take ownership for the learning of ALL students. With the recent changes in the school's demographics, this has become a school wide area of focus and driver for additional supports and professional development to change teachers' perception of SWD and ELLS and increase ownership of student achievement. Ensure all students are receiving the appropriate resources, modifications, and accommodations.

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

The data components that showed the most improvement were 4th Grade ELA and Math Achievement.

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

Teacher placement, the "right people in the right seats on the bus", plays a critical role in student success. In addition, instructional coaches and our interventionist modeled instructional practices for

teachers, and the teachers embraced and implemented their learning. Students in the lowest quartile were scheduled into Dolphin University, an additional 50 minute block of time 4 days a week focused on ELA improvement using Corrective Reading Curriculum

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

SEL, AVID, Gifted, ESOL, and PBIS
Supporting and training staff to recognize inequities in school: School Culture, Classroom Culture, Curriculum, Labels, Measuring Success and Grading.

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.

Training and supports in PBIS, Coaching for equity, and AVID.

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

Implementation of the new reading curriculum and BEST standards. Implementation of new interventions and Scholastic leveled libraries. The Rise Intervention will used with our lowest quartile students in second and third grade to strengthen foundational and comprehension skills. Open Court Reading will be implemented to help students master the foundational skills needed not only to move to proficiency, but also to achieve greater goals of reading independently with confidence.

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.

Based on the 2021-2022 school data, we have 52% of students proficient in ELA. This indicates productive action steps are necessary which include targeted Tiered 1, 2, and 3 instruction and a balanced literacy block to ensure 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.

By the end of the 2022-2023 school year, ELA proficiency and gains will increase by 5% 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 PLC teams to ensure time is being used effectively and to evaluate the level of each team.
2. Literacy Coach will report progress on focus area each month through the Stocktake process.
3. Leadership team will monitor tiered instruction and formative assessment data during MTSS and PLC.
4. Leadership team will gather and discuss observational data from classroom walkthroughs.

Person responsible for monitoring outcome:

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

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

To meet the needs of the diverse learners; administration, teachers, and staff will implement high-yield strategies that align with Marzano framework and AVID foundations (WICOR) to ensure high-quality instruction for all students. Teachers will utilize CUPS and the district decision tree to guide Tier 1, 2, and 3 instruction. A balanced literacy block will be implemented with a focus on standards-based instruction and rigorous ELA tasks. Student assessment data will be used to make informed decision and teams will use the PLC data analysis protocol sheet as evidence of student learning and to determine which

implemented for this Area of Focus.

instruction strategies are effective (DuFour & Mattos, 2016) The MTSS model and differentiation will be used to impact student achievement (Marzano, 2003).

Rationale for Evidence-based

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

AVID and Marzano high-yield strategies are research based and have proven to impact student achievement. These strategies have a positive effect on student engagement, meeting the needs of diverse learners, and strengthening instructional practices. On-going progress monitoring and utilizing common assessments will be used to identify instructional needs. Research also indicates that using the guaranteed viable curriculum is standards-based and has a direct correlation to student growth. The MTSS process will be used to match academic assessment and instructional resources to each student's need. (Marzano, 2003) (DuFour & Mattos, 2016) (Swanson, 2016)

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. All staff will be trained by district, literacy coach, and teacher leads in best practices for increasing student engagement and high quality instruction.
2. Staff will use progress monitoring data, classroom observations, and data analysis protocol sheet to identify individual student need and essential standards.
3. Literacy coach and mentor teachers will conduct the coaching cycle with new or struggling teachers to increase student engagement and achievement.
4. Instructional staff will differentiate instruction using research based instructional strategies implementing the core curriculum and evidence-based intervention/enrichment.

Person Responsible

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

5. Students will participate in targeted intervention Tier 1, 2, and 3 and leadership team will review student data to determine the effectiveness of interventions for students.
6. The ELL and ESE support in the classroom will occur through collaboration with EES and RCS ensuring students are supported in all academic areas.
7. Teachers will incorporate WICOR and AVID engagement strategies into their classroom with all subgroups.
8. Instruction staff will utilize the CUPs and implement the core curriculum with fidelity. (Open Court, Benchmark, Core Connections)

Person Responsible

Stephanie Walcott (stephanie.walcott@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.

If teachers effectively provide opportunities for students to self evaluate and reflect, set personal learning goals, provide differentiation during Tier 1 instruction and engage students in active learning experiences throughout classroom discussions and the use of manipulatives to build knowledge from the concrete to the abstract level, then students' engagement, achievement and growth will increase.

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

By the end of the school year 2022-2023, the intended outcome is to increase the overall Math proficiency level by 5%. This will take the proficiency level from the current score of 57% to a 62%.

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

- 1) Collective efficacy will allow continuous monitoring of instruction to best support the needs of all students.
- 2) Common formative and summative assessments within grade level teams, district monitoring such as progress monitoring, FAST and Red Bird data will be collected and analyzed by the coach and grade level PLCs to inform decisions on instruction and to plan for next possible steps to differentiate, remediate, reteach or enrich according to what is needed based on the data.
- 3) MTSS meetings will be held with each grade level every 6 month to collectively analyze the students' data and place students in Tiers based on their needs.
- 4) Monthly school Stocktake will be held to report progress to administration based on the most current data collected on the area of focus.

Person responsible for monitoring outcome:

Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

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

- 1) Self-evaluation and reflection
- 2) Set personal learning goals
- 3) Differentiation within Tier 1 Instruction
- 4) Engage students through classroom discussions and the use of manipulatives (focusing on the CRA)
- 5) In order to meet the needs of the diverse learners, administration, teachers and staff will implement AVID and High Yield Teaching Strategies that align to the work of Robert Marzano and Visible Learning, the work of John Hattie.

Rationale for Evidence-based Strategy:
Explain the

The evidence based strategies selected have been proven through numerous research to have a high effect in students' learning outcomes. John Hattie (2017) posits that self evaluation and reflection has an effect size of .75, setting personal learning goals has an effect size of .68, and engaging students in classroom

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

discussions has an effect size of .82. Implementing these high impact strategies will lead to year of growth. Utilizing these strategies and differentiation within Tier 1 instruction, will allow all students to engage with the content and will further meet each of the learners' needs.

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 plan differentiated instruction during plc to apply during Math block.
- 2) Students will set personal learning goals and be held accountable of their learning.
- 3) Students will continuously keep track of their data.
- 4) Teachers will engage in data chats with students to provide feedback and help redirect or refocus the students' actions to help them achieve their personal learning goal and outcomes.
- 5) Continuous data tracking and data analysis will take place to monitor students' outcomes and inform instructional decisions.

Person Responsible Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

- 6) All students will engage in Redbird 60 minutes per week to enhance their learning path by leveraging adaptive instruction, gamification, and digital project-based learning. This platform will deliver precisely what each student needs to develop math fluency and aptitude ensuring all students success.
- 7) Students will participate in targeted interventions through the MTSS framework.
- 8) ELL and ESE students will receive the necessary support through the collaboration of the ESOL specialist and the RCS to ensure social justice among our students.
- 9) MTSS coach will review students' data in collaboration with the PLCs to determine the effectiveness of the academic support provided to the student in the content area of Math.

Person Responsible Joyce Ramirez Rubio (joyce.ramirezrubio@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.

If teachers effectively identify the most essential standards, plan lessons utilizing the 5E model, provide opportunities for all students to interact with the content, engage in classroom discussions, and plan common assessments to analyze students' data and collectively inform instructional next steps in teaching to ensure all the students needs are met, then student's achievement and growth will increase.

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

By the end of the school year 2022-2023, the intended outcome is to increase the overall science proficiency level by 5%. This will take the proficiency level from the current score of 48% to a 53%.

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

- 1) Collective efficacy will allow continuous monitoring of instruction to best support the needs of all students.
- 2) Common formative and summative assessments within grade level teams, district monitoring data will be collected and analyzed by the coach, leadership team, administration and grade level PLCs to inform decisions on instruction and to plan for next possible steps to differentiate, remediate, reteach or enrich according to what is needed based on the data.
- 3) Monthly school Stocktake will be held to report progress to administration based on the most current data collected on the area of focus.

Person responsible for monitoring outcome:

Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

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

- 1) Active Learning Engaging Strategies
- 2) Classroom Discussions
- 3) Integrate Prior Knowledge
- 4) Scaffolding
- 5) AVID Strategies (Note-Taking, Conceptual Mapping, etc.)

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

Hattie (2017) states classrooms discussions has an effect size of .82, integrating prior knowledge to allow students to bridge what is known with what is being learned has an effect size of .93, and scaffolding which allows a learning environment in which students are free to ask questions, provide feedback and support their peers in learning new material has an effect size of .82. Implementing these high impact strategies will lead to year of growth. Utilizing these strategies in connection with AVID strategies will

specific strategy.

Describe the resources/ criteria used for selecting this strategy.

allow all students to engage with the content and will further meet each of the learners' needs.

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) The coach will share the WHY behind teaching to essential standards with complex science texts and hands-on tasks to all learners.
- 2) The essential standards, the curriculum unit plans (CUPS), High Yield Strategies, and Hands-on Learning will take place to monitor student progress.
- 3) Coach will work with PLCs to analyze science data.
- 4) Ongoing professional development on: using data to drive instruction, monitoring student progress, allowing students to track their own progress and set personal learning goals and aligning standards to tasks will be provided.

Person Responsible

[no one identified]

- 5) Instructional staff will will differentiate instruction with varied research base instructional strategies.
- 6) Teachers will intentionally plan hands on activities to allow students to interact with the content and creating meaningful learning experiences.
- 7) Work with school and district to develop professional learning that addresses areas of needs specific to Science instructional practices and strategies.
- 8) Teachers will participate in AVID, WICOR and interactive notebooks PDs.
- 9) Coaches will conduct classroom walkthroughs focusing on students learning.

Person Responsible

Joyce Ramirez Rubio (joyce.ramirezrubio@osceolaschools.net)

#4. Positive Culture and Environment specifically relating to 2reSEL and PBiS

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

When students are educated in a safe, equitable learning environment where they are receiving integrated academic, social, and emotional supports that meet their individual learning needs, they can achieve their greatest potential in K-12 education, as well as in college or career education. Implementing programs designed to foster positive outcomes, such as SEL block and PBIS, have been found to have a profound impact on test scores and improved social behavior. Creating a positive school climate enables students to feel safe, it fosters strong student and staff relationships, and creates a supportive environment for learning. These types of programs teaches students how to handle challenging situations, how to make responsible decisions, and how to work collaboratively. According to Hattie (2017), student self-efficacy has an effect size of 0.92, resulting in a high impact on student achievement.

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

Improve emotional regulation to a goal of 65%, lower disciplinary referrals by 20%, decrease suspensions by 20%, and increase positive referrals by 50%.

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

Panorama survey is given three times a year to 3rd-5th graders, FOCUS behavior referral data will be reviewed and monitored monthly during PBIS meetings, MTSS behavior data will be reviewed during MTSS meetings and within teacher meetings as necessary, positive referral data will be reviewed during quarterly PBIS committee meetings. The leadership team will review PBIS, behavior, and attendance data for different subgroups during monthly Stocktake meetings and develop interventions as needed.

Person responsible for monitoring outcome:

Joyce Macky (joyce.macky@osceolaschools.net)

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

- 1) Self-evaluation and reflection
- 2) Set personal learning goals
- 3) Implementation of Tier I PBIS Framework
- 4) Morning Meeting: Restorative Circles

implemented for this Area of Focus.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

The Center for Social and Emotional Foundations for Early Learning (www.csefel.vanderbilt.edu) outlines the following as the most effective strategies:
 Self-awareness - accurately assessing one's own feelings, interests, values, and strengths
 Self-management - regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles
 Social awareness - being able to take the perspective of and empathize with others
 Relationship skills - establishing and maintaining healthy and rewarding relationships based on cooperation, resisting inappropriate social pressure, and preventing managing and resolving interpersonal conflict when needed
 Responsible decision making - making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions, applying decision making skills to academic and social situations, contributing to the well-being of one's school and community.

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 share the WHY behind implementing SEL strategies and the PBIS framework to positively impact the culture and learning environment for all students. Panorama survey data will be used to specifically address the needs of the student body.

Person Responsible [no one identified]

The leadership team and district support staff will provide ongoing professional development to all teachers and paraprofessionals on SEL, restorative practices, and PBIS strategies to stay updated on the best practices and proper implementation. Teachers will be offered a mental health workshop conducted by student services to enhance understanding of student's emotional needs and supporting them toward positive academic growth.

Person Responsible Joyce Macky (joyce.macky@osceolaschools.net)

Mental Health team members, along with Leadership team members. will monitor implementation of SEL strategies through MTSS meeting , walk-throughs, discipline data, and PBIS data.

Person Responsible Joyce Macky (joyce.macky@osceolaschools.net)

Data collected through MTSS meetings, PBIS meetings, walk-throughs, and discipline reports will be discussed within the problem-solving framework to identify trends, areas of improvement, and celebrate areas of success and proficiency.

Person Responsible Joyce Macky (joyce.macky@osceolaschools.net)

The leadership team will provide on-going support and resources for identified areas through PLC's. The principal and assistant principal will monitor for accountability.

Person Responsible Joyce Macky (joyce.macky@osceolaschools.net)

A cumulative review of our school's SEL related data points will be analyzed by Leadership to determine successful approaches used to meet our measurable outcome goals. This information will then be shared

with all stakeholders to celebrate successful implementation. Plans to guide our upcoming year will be put in motion to address any areas in need of improvement.

Person Responsible Joyce Macky (joyce.macky@osceolaschools.net)

The leadership team will promote a Post-Secondary Culture by providing training to teachers in Xello platform and have student complete Xello lessons. The leadership team will also promote and support AVID's mission to prepare students for college and success in a global economy by following its framework with fidelity.

Person Responsible Joyce Macky (joyce.macky@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.

When teachers participate in purposeful, authentic PLCs in all academic areas, teams will then plan engaging instruction using best practices and high yield strategies. The use of common assessment and reflecting on instructional practices leads to increased student achievement. PLCs teams collaborate to tailor instruction to meet the needs of 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 increase by 5%.

Math proficiency will increase by 5%.

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 each week.

2. The leadership team and PLC teams will use the PLC Seven Stages rubric to measure the progress of each team 3 times throughout the year.

(Beginning, Middle, End)

3. PLC facilitator will report progress to the leadership team during Stocktake every month.

4. Leadership team members will rotate to PLCs to support and take on a collective responsibility for student success.

Person responsible for monitoring outcome:

Stephanie Walcott (stephanie.walcott@osceolaschools.net)

Evidence-based**Strategy:**

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

The driving ideas with the PLC process is to ensure all students learn at high levels, educators work collaboratively, and take responsibility for the success of all students. PLCs participate in collective inquiry and are action oriented with a focus on student achievement, behavior, and social emotional outcomes. (DuFour & Mattos, 2016).

Rationale for Evidence-**based Strategy:**

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

Through collaboration in a PLC, teachers work together in order to impact their classroom practices in ways that will lead to better results for their students. Teachers working in teams have a responsibility for analyzing evidence of student learning and developing strategies for instructional improvement (DuFour & Mattos, 2016).

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. Teams will develop and implement Collective Commitments with their PLCs.

2. PLC teams will meet weekly with a focus on student learning and effective instructional practices.

3. Data will be analyzed and reflected upon in order to make informed decisions by the PLC and MTSS teams.

4. Leadership team members will be embedded in PLCs to support and take on a collective responsibility for student success and mentor any struggling teams.

5. PLC teams will use the PLC data analysis protocol sheet and the monthly PLC placemats to guide their discussions/decisions.

Person Responsible Stephanie Walcott (stephanie.walcott@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 the 2021-2022 school data, we have 52% of students proficient in ELA. This indicates productive action steps are necessary which include targeted Tiered 1, 2, and 3 instruction and a balanced literacy block to ensure higher levels of literacy achievement for all students. We will utilize Open Court Reading framework which is a research-based comprehensive K–5 reading, writing, and language arts curriculum that aligns with what we know about how students learn to read. Using systematic, explicit instruction, Open Court Reading helps all students master the foundational skills needed not only to move to proficiency, but also to achieve greater goals of reading independently with confidence inside and outside the classroom. After desegregating data from NWEA's progress monitoring tool, last year's first grade (now second grade) was identified as area of focus this upcoming school year. 51% of students tested indicated that were not on track to score a Level 3 or above on the statewide, standardized ELA assessment. School wide implementation of formative assessments in School City, NSGRA, and FAST will be used assess student achievement level in Reading/ELA . Our current second grade students in the lowest quartile will receive instruction using the Rise Intervention to strengthen foundational and comprehension skills.

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

Based on the 2021-2022 school data, we have 52% of students proficient in ELA. This indicates productive action steps are necessary which include targeted Tiered 1, 2, and 3 instruction and a balanced literacy block to ensure higher levels of literacy achievement for all students. After

desegregating data from NWEA's progress monitoring tool, last year's second grade (now third grade) was identified as area of focus this upcoming school year. 48% of students tested indicated that were not on track to score a Level 3 or above on the statewide, standardized ELA assessment. School wide implementation of formative assessments in School City, NSGRA, and FAST will be used assess student achievement level in Reading/ELA . Our current third grade students in the lowest quartile will receive instruction using the Rise Intervention to strengthened phonics, word study, and reading comprehension skills.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

-ELA proficiency will increase by 5% with our current second grade students.

--2021-2022 Data revealed that 4 students in 2nd grade, were below grade level in NSGRA. These students will show growth of at least one letter using NSGRA.

Grades 3-5: Measureable Outcome(s)

-ELA proficiency will increase by 5% with our current third grade students.

--2021-2022 Data revealed that 12 students in 3rd grade, were below grade level in NSGRA. These students will show growth of at least one letter using NSGRA.

--2021-2022 Data revealed that 7 students in 4th grade, were below grade level in NSGRA. These students will show growth of at least one letter using NSGRA.

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.

1. Administration, leadership team, and ELA coach will monitor the PLC teams to ensure time is being used effectively and to evaluate the level of each team.
2. Literacy Coach will report progress on focus area each month through the Stocktake process.
3. Leadership team will monitor tiered instruction and formative assessment data during MTSS and PLC.
4. Leadership team will gather and discuss observational data from classroom walkthroughs.
5. Students in grades K-5 will complete NSGRA progress monitoring for the beginning, middle, and end year.
6. Students in 2nd and 3rd grade will utilize RISE instruction during weekly iii time and will progress monitor with MAP Reading Fluency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Vazquez, Jose, jose.vazquez@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?

To meet the needs of the diverse learners; administration, teachers, and staff will implement high-yield strategies that align with Marzano framework and AVID foundations (WICOR) to ensure high-quality instruction for all students. Teachers will utilize CUPS and the district decision tree to guide Tier 1, 2, and 3 instruction. A balanced literacy block will be implemented with a focus on standards-based instruction and rigorous ELA tasks. Student assessment data will be used to make informed decision and teams will use the PLC data analysis protocol sheet as evidence of student learning and to determine which instruction strategies are effective (DuFour & Mattos, 2016) The MTSS model and differentiation will be used to impact student achievement (Marzano, 2003).

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?

AVID and Marzano high-yield strategies are research based and have proven to impact student achievement. These strategies have a positive effect on student engagement, meeting the needs of diverse learners, and strengthening instructional practices. On-going progress monitoring and utilizing common assessments will be used to identify instructional needs. Research also indicates that using the guaranteed viable curriculum is standards-based and has a direct correlation to student growth. The MTSS process will be used to match academic assessment and instructional resources to each student's need. (Marzano, 2003) (DuFour & Mattos, 2016) (Swanson, 2016)

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
<p>1. All staff will be trained by district, literacy coach, and teacher leads in best practices for increasing student engagement and high quality instruction.</p> <p>2. Staff will use progress monitoring data, classroom observations, and data analysis protocol sheet to identify individual student need and essential standards.</p> <p>3. Literacy coach and mentor teachers will conduct the coaching cycle with new or struggling teachers to increase student engagement and achievement.</p> <p>4. Instructional staff will differentiate instruction using research based instructional strategies implementing the core curriculum and evidence-based intervention/ enrichment.</p>	<p>Vazquez, Jose, jose.vazquez@osceolaschools.net</p>
<p>5. Students will participate in targeted intervention Tier 1, 2, and 3 and leadership team will review student data to determine the effectiveness of interventions for students.</p> <p>6. The ELL and ESE support in the classroom will occur through collaboration with EES and RCS ensuring students are supported in all academic areas.</p> <p>7. Teachers will incorporate WICOR and AVID engagement strategies into their classroom with all subgroups.</p> <p>8. Instruction staff will utilize the CUPs and implement the core curriculum with fidelity. (Open Court, Benchmark, Core Connections)</p>	<p>Vazquez, Jose, jose.vazquez@osceolaschools.net</p>

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.

Research has proven the importance of school culture as it relates to student achievement and teachers' attitudes toward their work. Information gathered from school and district climate surveys will be shared with all stakeholders, students, teachers, support staff, families, and community members. It is critical for everyone involved to feel heard and understood as plan for the new school year are formed. It is also important to consider the history, values and beliefs. We will continue to strengthen our school wide PBiS implementation and revitalize our school mascot, vision, mission, and school colors. Creating unity and pride is at the heart of culture within an organization. We will establish this through the use of common habits, traditions, and common language. A coherent vision will drive the common behavior exemplified by staff. The administrators, teachers, and staff will model the expected behaviors and acknowledge them in others. Students will receive Splash Cash to use to purchase items at our school's Splash Zone store. Teachers will earn lanyard and brag tags. Both students and teachers will be recognized during morning announcements.

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

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent. The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 80101 of Every Student Education Act (ESEA).

The plan was jointly developed/revised with parents and made available to the local community.

How the parents and families are involved in planning, reviewing and improving the school-wide program plan.

The plan uses the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.

The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

The school will notify each family, in a timely manner, when their child has been assigned, or had been taught for four or more consecutive weeks, by a teacher who is out of the field.

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The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments.