School District of Osceola County, FL

Mill Creek Elementary School

2022-23 Schoolwide Improvement Plan

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Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Latricia Pinder

Start Date for this Principal: 1/31/2022

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* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (48%) 2018-19: C (52%) 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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1700 MILL SLOUGH RD, Kissimmee, FL 34744

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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	88%

School Grades History

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

Inspiring all learners to reach their highest potential as responsible, productive citizens.

Provide the school's vision statement.

The Osceola School District will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

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
Pinder, Latricia	Principal	To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Hiltunen, Catherine	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To 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.
Acosta, Jacqueline	Math Coach	This position focuses on student achievement by working with teachers to ensure quality implementation of research-based mathematics and science program(s) and scientifically based mathematics and science strategies/practices at the elementary school level. Serve as coach, mentor, and conduct on-going classroom observations of mathematics and science instruction. Facilitate implementation of appropriate mathematics and science curriculum by providing technical assistance and on-going support for elementary school teachers as they identify and implement authentic learning activities and materials, implement effective teaching strategies, evaluate student progress, and participate in student screening and progress-monitoring.
Kocher, Connie	Reading Coach	Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction. Facilitate implementation of appropriate curriculum by providing technical assistance and on-going support for elementary school teachers as they identify authentic learning activities and materials, implement effective literacy instructional strategies, and evaluate student progress. To support and assist classroom teachers with identifying specific needs of children, developing appropriate educational plans, and referring the child study team when necessary.
Crouch, Derek	School Counselor	Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of the student in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents,

Name	Position Title	Job Duties and Responsibilities
		provides leadership and organization to all school counseling activities within the school.
Malotka, Joan	School Counselor	Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of the student in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents, provides leadership and organization to all school counseling activities within the school.
Burdette, Kayra	Other	The Restorative Practice Coach will work to support the process by which students and adults develop skills to repair harm in relationships and build a stronger sense of community within the school. The Restorative Practice Coach will build and deepen a positive school climate and culture by training staff on various frameworks including but not limited to restorative practices, and Positive Behavior Interventions and Supports (PBIS) as part of the Multi-Tier System of Supports (MTSS) Tier I process for behavioral interventions. Additionally, the Restorative Practice Coach will directly support students in behavioral MTSS Tier II and Tier III. The Restorative Practice Coach will be responsible for direct support to school staff on restorative practices and PBIS programming.
Farmer, Christopher	Other	Coordinate administration of state and district assessments, provide professional development to staff on test administration and security. Coordinate the school-wide assessment calendar.
Santos Alejandro, Coraly	Other	To assist ESE teachers with curriculum methods and techniques, and selection of appropriate instructional materials and equipment in conjunction with district staff. Assist in developing and providing professional development to teachers regarding the needs of students with disabilities. To conduct all staffing's and placements for Exceptional Student Education, including the collection of all necessary documentation prior to student being staffed and/or identified for an exceptional education program or service
Hernandez, Wanda	Other	Assist with all ESOL program and emergent bilingual student matters, provide teacher support and in-services on evidence-based instructional practices to ensure English Language acquisition, as well as, narrow the achievement gap between emergent bilinguals and non-emergent bilingual peers. Perform all compliance duties and implement procedures at the school as required by policy.

Demographic Information

Principal start date

Monday 1/31/2022, Latricia Pinder

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.*

8

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

748

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

16

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

15

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	100	131	97	118	113	128	0	0	0	0	0	0	0	687
Attendance below 90 percent	13	31	24	20	24	25	0	0	0	0	0	0	0	137
One or more suspensions	1	6	4	8	8	6	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	34	39	20	0	0	0	0	0	0	0	93
Course failure in Math	0	0	0	33	18	11	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	39	33	0	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	36	50	0	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	0	24	34	46	30	35	0	0	0	0	0	0	0	169

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	11	18	14	0	0	0	0	0	0	0	43

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	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/18/2022

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	113	99	103	122	136	135	0	0	0	0	0	0	0	708
Attendance below 90 percent	29	41	40	50	52	51	0	0	0	0	0	0	0	263
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	35	54	45	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	55	40	0	0	0	0	0	0	0	131
Number of students with a substantial reading deficiency	24	34	46	30	35	37	0	0	0	0	0	0	0	206

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	1	13	27	33	0	0	0	0	0	0	0	74

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	2	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	113	99	103	122	136	135	0	0	0	0	0	0	0	708
Attendance below 90 percent	29	41	40	50	52	51	0	0	0	0	0	0	0	263
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	35	54	45	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	55	40	0	0	0	0	0	0	0	131
Number of students with a substantial reading deficiency	24	34	46	30	35	37	0	0	0	0	0	0	0	206

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	1	13	27	33	0	0	0	0	0	0	0	74

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	2	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	48%	56%				48%	53%	57%
ELA Learning Gains	55%						51%	56%	58%
ELA Lowest 25th Percentile	46%						39%	51%	53%
Math Achievement	45%	44%	50%				56%	55%	63%
Math Learning Gains	50%						60%	59%	62%
Math Lowest 25th Percentile	46%						49%	45%	51%
Science Achievement	51%	46%	59%				58%	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	48%	51%	-3%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	40%	51%	-11%	58%	-18%
Cohort Comparison		-48%				
05	2022					
	2019	46%	48%	-2%	56%	-10%
Cohort Comparison		-40%				

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	58%	54%	4%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	44%	53%	-9%	64%	-20%
Cohort Comparison		-58%				
05	2022					
	2019	55%	48%	7%	60%	-5%
Cohort Comparison		-44%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	54%	45%	9%	53%	1%
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	17	29	20	20	29	24	20				
ELL	37	47	34	35	41	40	28				
BLK	35	61	82	45	46		41				
HSP	45	55	38	42	51	44	49				
WHT	46	50		63	55		64				
FRL	41	52	45	43	46	44	45				

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	30	31	40	23	13	10	13				
ELL	32	31	31	34	21	27	31				
BLK	23	27		41	18		33				
HSP	42	34	29	43	26	20	38				
WHT	54	24		51	24		59				
FRL	39	26	13	41	23	13	39				

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	14	26	26	16	45	44	33				
ELL	36	48	44	52	58	47	49				
BLK	40	51	53	46	51	38	60				
HSP	47	51	39	57	61	58	54				
WHT	63	47		66	66		70				
FRL	45	47	35	55	61	53	61				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
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	52
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	48
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	56
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	47
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?

SWD achievement data in ELA (-13) and Math (-3)show a decline. SWD science data shows an increase (+7). ELL and Black students data shows an increase in achievement in ELA (+5/+12) and Math (+20/+28). Hispanic students achievement data is showed a slight increase in ELA (+3) and a slight decrease in math (-1). White students acheivement data shows a decrease in ELA (-8) and increase math (+12) acheivement. Trends indicate that students with disabilities perform significantly below all other subgroups since 2019 in ELA and Math. Black and Hispanic students have had higher learning gains in ELA than other subgroups for 2 out of 3 years. White students have had the highest acheivement in Science since 2019.

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

SWD demonstrate a need for improvement in ELA, Math and Science acheivement to close the gap between their performance when compared to other subgroups. There is a need to focus on learning gains for SWD. Black students show a need for improvement in ELA Achievement.

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

Contributing facts for SWD achievement include instructional vacancies and teacher attendance. New actions that need to be taken to address this need for improvement include ongoing training and review with classroom teachers of strategies to support SWD academic achievement (including teaching methods with VE teachers). Ongoing and frequent collaboration between VE teachers and grade-level teams need to be taken to address the need for improvement as well.

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

Math learning gains showed the most improvement (+26). ELA Learning gains and ELA lowest 25% showed the second highest improvement (+24 each). Black students showed the highest improvement in ELA acheivement (+12) and ELA Learning gains (+34). Black students had the highest performance in

ELA learning gains for the lowest 25% of students (+82). White students showed the highest performance in Math Learning gains (+31).
SWD science data showed the highest increase (+7). ELL and Black students data shows an increase in Math (+20/+28).

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

Additional collaborative time was added to the schedule. Math support was provided by the math coach to targeted students in 4th and 5th grade. Additional interventions were provided for students in ELA for students. Ongoing review of MTSS data with our MTSS team.

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

Providing students with targeted instruction based on vocabulary and including pre-teaching in all content areas by paraprofessionals. Ongoing collaboration with staff providing instruction focused on standards and implementation of WICOR. Mastering levels of questioning and questioning strategies during instruction through PLC collaboration and feedback. Consistent instructional walks and feedback provided. Using common assessments to inform instructional decisions for grade-level content and small group instruction.

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.

Professional development will be provided in each content area focused on reaching the full intent of the standard, evaluation elements connected to AVID strategies. Professional development will also be provided on AVID writing to process, levels of questioning, small group instruction, differentiated instruction and IEP accommodations/modifications.

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

The administration will provide feedback to teachers verbally and/or in writing after classroom walkthroughs and observations. The academic coaches will model lessons, provide materials and resources, participate in PLCs, and conduct side-by-side coaching. Teachers will be given opportunities to meet with the academic coaches to review upcoming standards, plan lessons, and prepare for the learning tasks found in the CUPs. Mentors teachers will be assigned to teachers within their first years of teaching to support implementation of instructional best practices.

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 Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA, Math, proficiency, and gains will increase by 5% in all groups. Science proficiency will increase by 3%. Social Studies proficiency will increase by 4%. LY students will increase proficiency by 3 in ELA.
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:	Latricia Pinder (latricia.pinder@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.

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

Person Responsible	Latricia Pinder (latricia.pinder@osceolaschools.net)

Current Data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.

Person Responsible	Latricia Pinder (latricia.pinder@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	Latricia Pinder (latricia.pinder@osceolaschools.net)

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

Person Responsible   Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

#2. 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.	Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Spring 2021-2022 Panorama Survey showed a 40% of students answered favorably about emotional regulation. In 2022- 2023 this question will be increased by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. 2. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop inventions as required.
Person responsible for monitoring outcome:	Joan Malotka (joan.maltka@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Describe the resources/ criteria used for selecting this strategy.

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

Teachers and staff will plan activities/clubs that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.

| **Person Responsible** | Jennifer Caressimo (jennifer.caressimo@osceolaschools.net) |

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

| **Person Responsible** | Kayra Burdette (kayra.burdette@osceolaschools.net) |

Teachers will facilitate peer learning and teaching - collaborative learning.

| **Person Responsible** | Latricia Pinder (latricia.pinder@osceolaschools.net) |

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

| **Person Responsible** | Kayra Burdette (kayra.burdette@osceolaschools.net) |

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

| **Person Responsible** | Kayra Burdette (kayra.burdette@osceolaschools.net) |

Professional development focused on self-regulation strategies for students will be provided to all staff throughout the year.

| **Person Responsible** | Derek Crouch (derek.crouch@osceolaschools.net) |

AVID site team will plan to include experiences of appropriate post-secondary preparation activities and/or research colleges.

| **Person Responsible** | [no one identified] |

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021 -2022 school data finding that only 45% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Math proficiency will increase by 5% in all groups. Student growth will increase by 5% SWD subgroup proficiency increase by 5%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry). 3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.
Rationale for Evidence-based	Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and

Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

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

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

Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

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

Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

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

Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Teachers will use formative assessment data to identify student needs related to the grade level fluency benchmarks and provide targeted remediation based on the identified needs of the student using (insert intervention programs such as Osceola Numeracy Project or Hand2Mind Numbers & Operations Intervention) resources.

Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

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

VE Teachers, ESE and ELL paraprofessionals will support this action step.

Person Responsible	Coraly Santos Alejandro (coraly.santosalejandro@osceolaschools.net)

Meetings bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.

Person Responsible	Joan Malotka (joan.maltka@osceolaschools.net)

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

Person Responsible	Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021 -2022 school data finding that only 44% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of Literacy achievement for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency will increase by 5% in all groups. Student growth will increase by 5% SWD subgroup proficiency increase by 5% LY students will increase proficiency by 3 in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. 3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
Person responsible for monitoring outcome:	Connie Kocher (connie.kocher@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

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

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

Person Responsible   Connie Kocher (connie.kocher@osceolaschools.net)

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

Person Responsible   Connie Kocher (connie.kocher@osceolaschools.net)

Administration will offer additional intervention time to support struggling students.

Person Responsible   Latricia Pinder (latricia.pinder@osceolaschools.net)

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

Person Responsible   Connie Kocher (connie.kocher@osceolaschools.net)

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

Person Responsible   Connie Kocher (connie.kocher@osceolaschools.net)

Pre-Teaching strategies for T2.

Person Responsible   Connie Kocher (connie.kocher@osceolaschools.net)

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

VE Teachers, ESE and ELL paraprofessionals will support this action step.

Person Responsible   Wanda Hernandez (wanda.hernandez@osceolaschools.net)

Meetings bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.

Person Responsible   Joan Malotka (joan.maltka@osceolaschools.net)

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

Person Responsible   Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If teachers effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Science proficiency will increase by 7% SWD subgroup proficiency increase by 5% LY students will increase proficiency by 3% in Science
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. 2. Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs. 3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	• Participate in academic discourse through collaborative structures • Engage in active learning experiences • Process learning using interactive science notebooks
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts (in ideal settings, without judgement and with a clear prompt and structure). Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience. Interactive science notebooks: Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop an understanding through writing, drawing, recording ideas, collecting data, synthesizing information, and more.

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.

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

Person Responsible   Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

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

Person Responsible   Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

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

Person Responsible   Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

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

Person Responsible   Jacqueline Acosta (jacqueline.acosta@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

Our area of focus relating to Reading/ELA will be phonics and vocabulary. This was identified as a critical need from the data reviewed, we identified 60 students entering 1st grade that are significantly below grade-level. Based on NSGRA data, we identified 43 students scoring significantly below grade level at the end of last year.

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

Our area of focus relating to Reading/ELA will be vocabulary. This was identified as a critical need from the data reviewed. We identified 45 students in 3rd grade that are significantly below grade level based on the end of year NSGRA Data. We identified 32 students in 4th grade that are significantly below grade level based on the end of year NSGRA data. We identified 61 students in 5th grade that are significantly below grade level based on the end of year NSGRA data.

Students in grade 4 showed 63% of students testing in 3rd grade below grade level.
Students in grade 5 showed 57% of students testing in 4th grade below grade level.

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

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

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

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

Grades K-2: Measureable Outcome(s)

50 percent or more of the students will be on track to pass the statewide ELA assessment
50 percent or more of the students will fall into Tier 1 for NSGRA end of year results based on district reading decision tree.

Grades 3-5: Measureable Outcome(s)

50 percent or more of students will score a level 3 or higher on the statewide ELA 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.

1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus.
3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

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

Kocher, Connie, connie.kocher@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?

FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate) This can be used in addition to our Tier 1 foundational skills (Open Court) . Explicit Vocabulary Instruction (Visible Learning effect size - vocabulary programs: .63 moderate; direct instruction: .60 moderate) Explicit instruction using Anita Archer's model of explicit vocabulary instruction will be used across different content areas.

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?

Suggestions listed above contain ESSA ratings and/or effect size. All suggestions listed above are aligned to the district's Comprehensive Evidence Based Reading Plan and aligned to Florida B.E.S.T. ELA standards.

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
Professional learning on Anita Archer explicit vocabulary instruction will occur for all teachers and paraprofessionals.	Kocher, Connie, connie.kocher@osceolaschools.net
Conducting walks to provide specific feedback and coaching on instruction related to vocabulary and phonics instruction.	Kocher, Connie, connie.kocher@osceolaschools.net
Literacy Leadership team meetings to review and analyze trend data for instructional walks and NEST tool.	Kocher, Connie, connie.kocher@osceolaschools.net

Positive Culture & Environment

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

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

We invite, and strive to involve, all parents, Prek - 5th grade, in the planning, review, and improvement of Title I programs and our Parent and Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan. We use flyers, Remind, Class Dojo, Social Media, our Website, the marquee, and morning announcements to reach as many parents as possible. We will have meetings face-to-face and virtually when applicable. Parents are asked for their input on activities and trainings provided
by the school. We use notes from meetings, conversations, and other areas to write our SIP. The principal and assistant principal attend each PTO and SAC monthly meetings. They also attend school events together to continue to build positive relationships with parents, students, employees, and community members.

Our school shares State and district academic data with parents, teachers, staff, and students on a regular basis. We discuss academic and behavior expectations, and hold students accountable. We are a Positive Behavioral Intervention Support, PBIS, school. Expectations are explained by teachers, administrators, and counselors. We recognize students for making positive choices and following our school-wide PBIS expectations. Teachers establish, model, and practice clear expectations and classroom procedures. Students are expected to be respectful, responsible, safe, and kind. Students are recognized through morning announcements, positive office referrals, and by individual faculty and staff members. They also have opportunities to earn Gator Bucks and spend them at the Gator Store. Our PBIS committee will be lead by one of our guidance counselors and our assistant principal. This team will review discipline and attendance data.

PLCs meet weekly to routinely review data and share teaching ideas. Teachers will also review data

specifically related to Tier 2 & 3 student data. The MTSS committee reviews attendance data and assigns specific team members to reach out to students and parents. This committee also reviews academic data for specific students.

The administration ensures that teachers have all the resources, professional development, and support they need to be effective teachers. New teachers are assigned a mentor for additional support. Administration conducts classroom walkthroughs and formal and informal observations. This provides and opportunity for timely constructive feedback. The schedule does have time for collaborative planning among the team as well as the support teachers (VE and intervention) and ELL and Gen. Ed. paraprofessionals.

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

Principal - Interact with students during arrival, lunch time, and dismissal. Recognize students for positive choices, including earning positive referrals. Recognize students for academic growth and proficiency. Recognizes students' and employee's birthdays on morning announcements. Participates in College and Career Week, School Spirit Days, College Shirt Days, and family engagement events. Communicates with parents on a regular basis.

Assistant Principal - Interact with students during arrival, lunch time, and dismissal. Recognize students for positive choices, including earning positive referrals. Recognize students for academic growth and proficiency. Recognizes students' and employee's birthdays on morning announcements. Participates in College and Career Week, School Spirit Days, College Shirt Days, and family engagement events. Communicates with parents on a regular basis.

Instructional Personnel - Use Gator Bucks to recognize positive choices by students, communicate with parents regularly. Discuss, create and model classroom and school-wide expectations. Participate in themed dress days, wear grade level t-shirts, and implement AVID collaboration strategies in the classroom. Write positive referrals.

Reading Coach - Provides interventions to students, meets with parents, models lessons for teachers, provides professional development for teachers and paraprofessionals. Interacts with students during arrival, lunch time, and dismissal. Recognizes students for proficiency and learning gains in reading and writing. Provides resources for teachers and parents to use for tutoring/remediation for students. Meets with students to give a "pep talk" before district and state assessments.

Math Coach - Provides interventions to students, meets with parents, models lessons for teachers, provides professional development for teachers and paraprofessionals. Interacts with students during arrival, lunch time, and dismissal. Recognizes students for proficiency and learning gains in math and science. Provides tutoring/remediation for students before and/or after school.

Guidance Counselors - meets with students individually or as small groups, interacts with students during lunch times, meets with parents as needed, recognizes students for positive choices, over sees MTSS procedures and follows up with students and parents. Meets with students individually or as small groups, interacts with students during lunch times, meets with parents as needed, recognizes students for positive choices,

Restorative Coach - over sees PBIS school-wide discipline program, models school wide expectations and procedures. Follows-up students and parents after meetings.

School Resource Officer - Presence throughout campus throughout the day. Available to students and parents. Visits students during lunch times.

Front Office Staff - Welcoming to students, parents, and visitors. Helpful to all who enter.

Custodial Staff - Interact with students in the cafeteria during lunch times and during dismissal.

Support Staff/Paraprofessionals - Work with students daily in small groups, sub in classrooms, interact with students during arrival and/or dismissal times, participate in our themed dress days