School District of Osceola County, FL

Narcoossee Elementary School

2022-23 Schoolwide Improvement Plan

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Narcoossee Elementary School

2690 N NARCOOSSEE RD, Saint Cloud, FL 34771

www.osceolaschools.net

Demographics

Principal: Wendy Honeycutt

Start Date for this Principal: 8/15/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (62%) 2017-18: B (61%)
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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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	No	44%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Narcoossee Elementary School's mission is:
"Learning and leading. Every one. Every day."

Provide the school's vision statement.

Narcoossee Elementary School's vision is:
"NCES-Where a foundation is built for a successful future."

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
Knoebel, Scott	Principal	The school principal is responsible for the management of the daily school operations and most importantly oversees the effectiveness of the academic programs and instructional practices of all staff. Determines the focus and vision of the team and school. The principal also monitors learning and instruction through classroom visits and observations as well as collection and disaggregation of student and school-wide data.
Bynum, Rachel	Assistant Principal	Meets with Principal weekly to discuss agenda items and to align the focus for the leadership team meeting. Create the agenda based on discussion with principal and facilitate the leadership meetings. Monitors learning and instruction through classroom walkthroughs and observations. Collection and desegregating of student and school-wide data.
Smith, Amanda	Assistant Principal	Meets with Principal weekly to discuss agenda items and to align the focus for the leadership team meeting. Create the agenda based on discussion with principal and facilitate the leadership meetings. Monitors learning and instruction through classroom walkthroughs and observations. Collection and desegregating of student and school-wide data.
Guin, Elizabeth	Instructional Coach	Supports instructional focus in Math and Science. Creates, conducts, and redelivers professional development aligned to school-wide needs and goals. Supports PLC teams and builds teacher capacity through modeling and co-teaching with classroom teachers. Conducts classroom walkthroughs to gather data and analyze school-wide trends to support focus.
Staley, Kristen	Instructional Coach	Supports instructional focus in ELA. Creates, conducts, and redelivers professional development aligned to school-wide needs and goals. Supports PLC teams and builds teacher capacity through modeling and coteaching with classroom teachers. Conducts classroom walkthroughs to gather data and analyze school-wide trends to support focus.
Winter, Mandi	Other	Leads the MTSS process for grades K-5 in cooperation with school administration and school counselor. The MTSS Coach tracks student data within Tiers, and supports teachers with paperwork. In addition this position is responsible for all school, district, and state testing.
Omer, Julia	School Counselor	Supports the MTSS coach with data tracking and paperwork. Conducts meetings for 504 and Gifted students as needed. Supports proactive behavioral and the mental health aspects of the school with specific focus groups.
Lowe, Ashley	Dean	Supports students and staff with proactive behavior support, conflict resolution, and restorative practice. Supports our school-wide PBIS and Leader in Me initiatives.

Name	Position Title	Job Duties and Responsibilities
Whitehouse, Danielle	Other	Supports new teachers throughout the school year to ensure success and retention. Conducts daily interventions for grades K-5. Analyzes school-wide data to determine intervention needs for students. Organizes and collects data on lowest performing learners. Helps the MTSS coach with data and support for interventions.
Malkowski, Samantha	Other	Supports new teachers throughout the school year to ensure success and retention. Conducts daily interventions for grades K-5. Analyzes school-wide data to determine intervention needs for students. Organizes and collects data on lowest performing learners. Helps the MTSS coach with data and support for interventions.
Nelson, Michele	School Counselor	Supports the MTSS coach with data tracking and paperwork. Conducts meetings for 504 and Gifted students as needed. Supports proactive behavioral and the mental health aspects of the school with specific focus groups.

Demographic Information

Principal start date
Monday 8/15/2022, Wendy Honeycutt

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.*
7

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.*
27

Total number of teacher positions allocated to the school
87

Total number of students enrolled at the school
1,442

Identify the number of instructional staff who left the school during the 2021-22 school year.
14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
28

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	200	246	217	247	228	268	0	0	0	0	0	0	0	1406
Attendance below 90 percent	24	57	34	36	37	39	0	0	0	0	0	0	0	227
One or more suspensions	1	2	1	2	5	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	5	21	29	11	0	0	0	0	0	0	0	66
Course failure in Math	0	0	4	24	21	12	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	42	49	0	0	0	0	0	0	0	97
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	48	66	0	0	0	0	0	0	0	120
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	3	18	19	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	7	4	6	7	0	1	0	0	0	0	0	0	0	25
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

Monday 8/15/2022

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	192	188	212	202	233	209	0	0	0	0	0	0	0	1236
Attendance below 90 percent	53	52	48	47	44	45	0	0	0	0	0	0	0	289
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	19	26	30	0	0	0	0	0	0	0	79
Course failure in Math	0	0	3	16	23	12	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	33	23	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	43	34	0	0	0	0	0	0	0	78
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	1	10	22	17	0	0	0	0	0	0	0	50

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	6	9	4	3	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	192	188	212	202	233	209	0	0	0	0	0	0	0	1236
Attendance below 90 percent	53	52	48	47	44	45	0	0	0	0	0	0	0	289
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	19	26	30	0	0	0	0	0	0	0	79
Course failure in Math	0	0	3	16	23	12	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	33	23	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	43	34	0	0	0	0	0	0	0	78
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	1	10	22	17	0	0	0	0	0	0	0	50

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	6	9	4	3	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	65%	48%	56%				72%	53%	57%
ELA Learning Gains	65%						66%	56%	58%
ELA Lowest 25th Percentile	46%						41%	51%	53%
Math Achievement	64%	44%	50%				68%	55%	63%
Math Learning Gains	66%						69%	59%	62%
Math Lowest 25th Percentile	44%						54%	45%	51%
Science Achievement	59%	46%	59%				65%	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	74%	51%	23%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	73%	51%	22%	58%	15%
Cohort Comparison		-74%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	67%	48%	19%	56%	11%
Cohort Comparison		-73%				

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	70%	53%	17%	64%	6%
Cohort Comparison		-64%				
05	2022					
	2019	66%	48%	18%	60%	6%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	45%	19%	53%	11%
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	24	46	40	28	44	23	29				
ELL	45	53	40	52	61	39	37				
ASN	80	77		90	92						
BLK	69	74		59	78	50	59				
HSP	59	58	44	59	64	47	58				
MUL	71	45		64	55		54				
WHT	72	74	45	68	67	38	60				
FRL	51	51	39	48	57	41	38				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	25	38	29	21	23	24	19				
ELL	39	50	40	39	42	40	42				
ASN	89			78							
BLK	72			56			70				
HSP	60	55	38	49	27	23	43				
MUL	76			50							
WHT	70	51		65	39	30	65				
FRL	51	50	32	42	27	19	44				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	35	52	45	29	49	53	42				
ELL	48	59	42	47	63	61	48				
BLK	66	65	55	66	74	58	53				
HSP	63	64	33	60	67	50	59				
MUL	89	46		89	92						
WHT	79	70	45	73	66	57	69				
FRL	65	66	48	61	64	58	57				

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	59
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	66
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	65
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	57
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	58
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	61
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	49
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?

Utilizing 2022 FSA data our lowest quartile students in grades 3-5 are performing below level in both learning gains and achievement. In addition, our ESE and ELL sub groups are scoring significantly below the average in these areas.

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

Our students with disabilities and our ELL students performed lowest of all the subgroups based on the 2022 FSA results. The overall "school grade" for these specific subgroups is a 32% D for ESE and 38% D for ELL.

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

A possible factor may be the increase in overall student enrollment, but specifically a dramatic increase in the number of ESE and ELL populations. Additionally, the make-up of our self-contained ESE classes changed. Our school moved from only EBD exceptionalities to class with multiple exceptionalities. Our self-contained units moved from a total of three to two teachers, with a teacher leaving middle of the first semester and the school being unable to fill the vacancy for the remainder of the year.

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

Based on the 2022 FSA results, our fifth grade students increased their overall proficiency in ELA, Math, and Science. In addition, the district ranking of our fifth grade students improved scoring in the top 3 for all areas.

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

The grade level had a strong PLC work ethic, flexibly grouped their students for iii interventions, and demonstrated a consistent and effective review of student data and need of support. The leadership team met with the team and supported the creation of flexible groups and plan for them.

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

Ensure all teams are flexibly grouping their students for iii and ensure their is an acceleration component to this time for our high achieving students.

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.

The leadership team and academic coaches will push-in to PLC meetings to support each team with their area of need. The MTSS coach will support students through data discussions with teachers to support our lowest level learners. In addition, we have hired two teacher mentor positions to work with 22 of our teachers with 0-3 years of teaching experience to ensure their success.

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

We have added an additional VE teacher for a total of seven to service our ESE support students. We also have three fully staffed self-contained ESE classrooms. Finally, our district is providing an additional allocation for a second RCS position to assist with ESE support services and compliance.

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. This will, in turn, increase student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of our grade level teams will increase by at least one PLC stage from Fall 2022 to Spring 2023. ELA - The intended ELA outcome is to increase proficiency by 7% to 72% proficient on the 2023 Spring FAST assessment. Math - The intended Math outcome is to increase proficiency by 6% to 70% proficient on the 2023 Spring FAST assessment. Science - The intended Science outcome is to increase proficiency by 6% to 65% on the 2023 Spring NGSSS assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team members, and PLC leads will monitor the collaborative teams during PLCs to ensure time is being used effectively, and progressing through the PLC Seven Stages Rubric of an effective PLC. 2. Teams will preview the montly PLC placemat with the PLC leads, and provide agendas and minutes for meetings. 3. Teams will conduct a quarterly review of formative data in SchoolCity with their grade level PLC and the Leadership team. 4. The PLC Seven Stages Rubric will be used to measure Pre, Mid, and End of School Year progress of the PLC teams. 5. The school stocktake model will take place monthly, with the PLC facilitator reporting progress within this Area of Focus.
Person responsible for monitoring outcome:	Amanda Smith (amanda.smith@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). Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	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.

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.

PLC Teams will create collective commitments and goals that are agreed upon and adhered to by all team members during all meetings. Teams will also assign PLC roles and create norms to drive weekly PLC meetings.

Person Responsible   Amanda Smith (amanda.smith@osceolaschools.net)

Current data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans on the course progression of individual student needs. This data will also be utilized for students' leadership binders, to create ownership of their data and goals. PLC Leads will be trained on reports in SchoolCity through professional development, as needed.

Person Responsible   Amanda Smith (amanda.smith@osceolaschools.net)

The administrative team will conduct focused walkthroughs, based on the PLCs instructional focus. In addition, each PLC team will have an embedded leadership team member to monitor and assist in the PLC process.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

Schools PLC's teams will meet every Wednesday during early release for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team.

Person Responsible   Amanda Smith (amanda.smith@osceolaschools.net)

Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

Person Responsible   Amanda Smith (amanda.smith@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   Elizabeth Guin (elizabeth.guin@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. Implementing both PBIS and Leader in Me align to establish expectations and promote behavioral change. They help reward positive behavior and promote change from the inside-out by focusing on the paradigms, principles, and practices that build life-long leadership skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. On the end of the year Panorama Survey 70% of students will score "favorable" in the school-climate section. 2. On the end of the year Leader in Me Measurable Results Assessment (MRA) 80% of the staff/students will score "effective" on the combined score of the Culture section.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. The Panorama and MRA surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. 2. During Stocktake meetings, the leadership team will review MRA data, PBIS data, behavior/attendance data for subgroups, and develop interventions as required.
Person responsible for monitoring outcome:	Scott Knoebel (scott.knoebel@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	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).

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

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

Teachers and staff will plan activities that are engaging and relevant to students by building on their individual/collective passions and needs.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

Teachers and the administrative team will build an environment of belonging through collaboration and input through student/staff voice.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

Teachers will encourage and facilitate students' shared decision-making and restorative practices through consensus and class meetings/discussions.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

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

Person Responsible   Ashley Lowe (ashley.lowe@osceolaschools.net)

Teachers will use the 7 Habits of Highly Effective People to build leadership and life skills, learn how to be more effective, and build positive relationships as part of the Leader in Me process at our school.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

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

Person Responsible   Scott Knoebel (scott.knoebel@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 meetings.

Person Responsible   Ashley Lowe (ashley.lowe@osceolaschools.net)

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

Person Responsible   Ashley Lowe (ashley.lowe@osceolaschools.net)

Our school will develop a school-wide post-secondary culture for learning through the implementation of AVID strategies during instruction, use of organizational techniques, goal setting and tracking, and teaching the 7 Habits of Highly Effective People. Meeting the needs of each individual student will help fill

in learning gaps, ensure students are able to successfully meet grade level standards, and prepare students to be future ready.

Person Responsible
Elizabeth Guin (elizabeth.guin@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 school data, 65% of our students are reading proficiently. The goal is to increase our overall reading proficiency by 7%, to 72%. In 2022, 63% of our 3rd graders, 63% of our 4th graders, and 72% of our 5th graders were reading proficiently.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student achievement will be monitored through FAST assessment progress monitoring, grade level common assessments, NSGRA, and classroom observations through the NEST observation tool. Data will be reviewed and discussed with the leadership team and used in making grade level instructional decisions in PLC meetings.
Person responsible for monitoring outcome:	Kristen Staley (kristen.staley@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will be using small group/guided reading instruction and flexible grouping of students during intervention times to support learners at all levels. Teachers will integrate AVID and WICOR strategies into instruction and review student data during PLC team meetings. The leadership team will conduct regular classroom walkthroughs using the NEST observation tool to collect data and support grade level teams in analyzing and planning for student achievement. Collaborative analysis of assessments can be used to adjust instruction and produce significant learning gains for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	By meeting with students in small groups during core instruction and during flexible intervention groups, all student needs will be met and addressed to fill learning gaps and improve reading proficiency. Research shows that schools are consistently utilizing and implementing common assessments can increase the speed of student learning (Marzano, 2003; William, 2007).

Describe the resources/ criteria used for selecting this strategy.

Using small group/guided reading to support core reading instruction in K-3 and flexible grouping of all students in K-5, teachers will differentiate instruction and use research-based strategies to meet all student learning needs and improve overall ELA proficiency.

Person Responsible   Kristen Staley (kristen.staley@osceolaschools.net)

Teachers will participate in monthly MTSS meetings with the MTSS coach to address academic literacy support for Tier 2 and 3 students. The leadership team and grade level teachers will use the data to determine the effectiveness of Tier 1 instruction.

Person Responsible   Mandi Winter (mandi.winter@osceolaschools.net)

Literacy coach will provide on-going professional development, as needed, for Open Court, NSGRA, small group and guided reading instruction, as well as provide lesson modeling and feedback.

Person Responsible   Kristen Staley (kristen.staley@osceolaschools.net)

As an AVID school, we will continue to utilize AVID and WICOR strategies during instructional lessons. Strategies will be implemented in all K-5 classrooms.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

Using prior year and current year data, the interventionist team will work with the grade level teachers to determine which students would benefit from more intensive interventions. The interventionist team will use research-based, explicit instructional materials to support our Tier 2 and 3 reading students. Intervention data will be reviewed throughout the year to determine the program's effectiveness for each individual student.

Person Responsible   Danielle Whitehouse (danielle.whitehouse@osceolaschools.net)

Conduct classroom walkthroughs to collect data using the NEST observation tool. The data collected will be used in conjunction with progress monitoring data, classroom observations, and team meetings, to support improving student achievement. Data will support the effectiveness of Tier 1 instruction and provide information on any necessary additional professional development or instructional coaching or mentoring.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

The leadership team will identify students present for both FTE windows to create flexible ELA groups based on student need to provide targeted instruction and improve literacy proficiency. These are students who will contribute to the actual school grade calculation.

Person Responsible   Kristen Staley (kristen.staley@osceolaschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 school data, only 64% of students were proficient in Math. The goal is to increase Math proficiency by 6% to equal 70% on the 2023 Spring FAST Assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Math, proficiency, and gains will increase by 6% in all groups to equal 70% on the 2023 Spring FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored through FAST data, administration and leadership walkthroughs, progress monitoring through common assessment planned by PLC's, observation data using the NEST tool, and progress moniitoring using the Red Bird digital component of the Reveal Math Curriculum.
Person responsible for monitoring outcome:	Elizabeth Guin (elizabeth.guin@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. We will utilize flexible grouping during our iii time to meet the needs of all students as well as use the Curriculum Unit Plans during core instruction. Teachers will plan with WICOR in mind and utilize AVID strategies during learning. School Stocktake will take place monthly to report progress to the Principal of the area of Focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Procedural fluency is more than memorizing facts and procedures, and it is more than understanding and being able to use on procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010: NCTM, 2000, 2014). Meeting the needs of all students will help fill gaps of learning to ensure students are able to successfully meet grade level standards. Ensuring that students are tracking their own progress and monitoring their learning will improve understanding and proficiency.

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

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

Teachers will intentionally plan for the appropriate stages of fluency as required by the benchmarks for a unit of study. The Math Coach will monitor and assist grade levels in planning.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

Meet with the MTSS coach monthly to review student data and interventions to determine the effectiveness of math support for all students. The leadership team and teachers will use this data to determine the most effective plans for flexible grouping.

Person Responsible   Mandi Winter (mandi.winter@osceolaschools.net)

Professional Development will be conducted throughout the year that focuses on the development of fluency across grade levels though Mathematical Thinking and Reasoning Standards (MTR) training and implementation of our new Reveal Math curriculum.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

Conduct weekly classroom walkthroughs to collect trend data using the NEST observation too. To assist in improving student achievement on formative and summative assessments and including FAST. Data gathered in walkthroughs, classroom observations, meeting with teams during MTSS and PLC meetings will be utilized to make informed decisions based on student and teacher needs.

Person Responsible   Scott Knoebel (scott.knoebel@osceolaschools.net)

The Red Bird program will be utilized for all math students weekly to support their individual academic needs. Data from this program will guide decisions regarding Tier levels of students. Students will participate in targeted intervention.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

Our school will continue to implement AVID ensuring that students understand the importance of college and career readiness. Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

Teachers will teach problem-solving strategies and high-order thinking concepts with utilization of aligned tasks and will assist students in monitoring and reflecting on applying mathematical practices. Teachers will expose students to multiple problem-solving strategies, including visual representations of their work.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If teachers effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Science proficiency will increase by 6% to equal 65% on the 2023 Spring FSSA.
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 the school year progress of student learning. Data will be analysed 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:	Elizabeth Guin (elizabeth.guin@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	-Participate in academic discourse through collaborative structures. -Engage in active learning experiences. -Process learning using interactive science notebooks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	-Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts (in ideal settings, without judgement and with a clear prompt and structure) WICOR (AVID). -Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiements, develop models, and engage in simulations and activities remember the experience, especially if it is connected and relevant to their lives (which is possible in almost all science content). WICOR (AVID)

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   Scott Knoebel (scott.knoebel@osceolaschools.net)

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

Person Responsible   Elizabeth Guin (elizabeth.guin@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, utilizing the provided Curriculum Unit Plans that include the 5E model.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

We will utilize Generation Genius K-5 and Mystery Science within Discovery Education to help build on those enduring standards leading up to 5th grade and through 5th grade.

Person Responsible   Elizabeth Guin (elizabeth.guin@osceolaschools.net)

Positive Culture & Environment

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

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

The school engages families, students, and staff in a shared understanding of academic and behavioral expectations. It frequently communicates high expectations for all students and staff and the school leaders demonstrate how those beliefs manifest in the school building climate and culture. For example; collaborative planning is solutions-oriented and based in data, student work is displayed throughout school, and specific site-based programs are in place like AVID, PBIS, and Leader in Me. Teachers meet in PLCs weekly to routinely examine disaggregated data to look trends among student groups. This data along with information like discipline referrals, attendance, and more support discussions of the progress for particular groups within the school along with next steps.

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

The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers, students, and parents to assume leadership roles. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. Our SEL lessons, teaching of the 7 Habits of Highly Effective People, and PBIS processes work to support this. The school has established an infrastructure to support family engagement, such as a decision-making School Advisory Council and climate surveys. Seeking input from families on how the school can support students is a critical component to the school's success. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students and ensure equity for all.